DOCUMENT RESUME

ED 456 391 CG 031 188

TITLE	Guidance Curriculum for the Comprehensive School Counseling Program, K-12.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE	2001-03-00
NOTE	1171p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF09/PC47 Plus Postage.
DESCRIPTORS	Academic Achievement; *Career Counseling; Elementary Secondary Education; National Standards; School Counseling; *School Counselors; Social Development; State Curriculum Guides
IDENTIFIERS	National Career Development Guidelines

ABSTRACT

The comprehensive school counseling program refers to a sequential, developmental program designed to benefit all students in preparation for their futures. The program includes a curriculum organized around academic development, career development, and personal and social development. Activities and strategies for achieving identified outcomes in these areas can be integrated across the curriculum by teachers and counselors. Section 1 illustrates the connectivity between the National Standards; the ABCs Goals; the SCANS; and the National Career Development Guidelines. It also discusses school counselors' roles and functions; role of school personnel and community in a comprehensive school guidance and counseling program; and components of a school counseling program. Section 2 contains curriculum lessons on academic, career, and personal development for elementary, middle, and high school grades. Section 3 contains resources and an appendix for assessing needs and evaluating programs, and delivering the guidance curriculum for the North Carolina Comprehensive School Counseling Program. It also includes information for implementation review. (JDM)

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Guidance Curriculum for the Comprehensive School Counseling Program

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Public Schools of North Carolina
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Division of Instructional Services

Raleigh, North Carolina
March 2001

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GUIDANCE CURRICULUM FOR THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

K-12

Public Schools of North Carolina
State Board of Education (Department of Public Instruction)
Office of Instructional and Accountability Services
Division of Instructional Services

Raleigh, North Carolina

March, 2001

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FORWARD

The comprehensive school counseling program refers to a sequential, developmental program designed to benefit all students in preparation for their futures. Such a program includes a curriculum organized around three areas essential for students' growth and development: Academic Development, Career Development, and Personal/Social Development.

1. **Demonstrate a positive attitude toward self as a unique and worthy person.**
2. **Gain life-planning skills that are consistent with their needs, interests, and abilities.**
3. **Develop responsible social skills and an understanding and appreciation of being a contributing member of society.**
4. **Demonstrate an understanding and appreciation of the life-long process of learning, growing, and changing.**

Activities and strategies for achieving identified student outcomes in these three areas can be integrated across the curriculum by teachers and counselors. A goal for this guide is to illustrate the connectivity between the National Standards, the ABCs Goals, the SCANS, and the National Career Development Guidelines. This Guidance Curriculum for a Comprehensive School Counseling Program is student centered and teacher friendly. Counselors should use it as a *blueprint* for collaboratively building a sequential and developmentally appropriate school counseling program.

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ACKNOWLEDGEMENTS

The North Carolina Department of Public Instruction wishes to express appreciation to the following individuals for their outstanding contributions and dedication to the development of the Guidance Curriculum for the Comprehensive School Counseling Program.

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The following team members played major roles in the development of this document:

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USING THE CURRICULUM GUIDE

The Guidance Curriculum Guide for the Comprehensive School Counseling Program is a framework for school counselors to use when building or enhancing developmentally appropriate and school-wide counseling programs. The Blueprint specifies the comprehensive objectives expected for all K-12 students. These standards are based on the **National Standards for School Counseling** and are consistent with the **National Career Development Guidelines Competencies**, the **North Carolina ABC Standards**, and the **SCANS.** The Blueprint provides a matrix illustrating how the standards connect to each of these national and state initiatives.

There are three areas addressed in a counseling program: Academic Development, Career Development, and Personal and Social Development. This Curriculum provides sample lessons under each area and standard for elementary, middle and high school students.

Each Curriculum page includes the following information:

CURRICULUM:	Provides the title of the Curriculum.
AREA:	Indicates the area of guidance: Academic, Career, or Personal/ Social Development.
COMPETENCY AND NUMBER:	Identifies the competency statement and the number based on the Blueprint.
OBJECTIVE:	Identifies the desired student outcome(s). Each objective is identified according to the area and competency as provided in the Blueprint.
GRADE LEVEL:	Identifies the grade or level appropriate for the lesson.
OUTLINE:	Identifies the purpose of the lesson.
ACTIVITIES/ STRATEGIES:	Provides a content outline for counselors and teachers to use in delivering the competency objective and lesson.
PARENT:	Recommends a supportive strategy.
COMMUNITY:	Recommends a supportive strategy.
EVALUATION:	Identifies procedures for assessing the objective of the lesson.

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COMPREHENSIVE SCHOOL COUNSELING GUIDANCE CURRICULUM BLUEPRINT

11/1/00

A blueprint is a document illustrating the framework of the curriculum.

Shown on the Blueprint are the areas of instruction, the core competencies in each area, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of instruction for each competency as well as a designation for each competency as Core or Supplemental.

The Blueprint is intended to be used by counselors in planning the course of work for the year, preparing daily plans, and providing for appropriate interventions with students, parents, colleagues, and the community. For additional information about this blueprint, contact program area staff:
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INTERPRETATION OF COLUMNS ON BLUEPRINTS

No.	Heading	Column Information
1	Competency # Objective #	The School Guidance Curriculum is integrated in all subject areas through the School Improvement Plan.
2	Area Competency Objective Statements	Statements of area titles: Academic Development, Career Development, Personal/Social Development; Competencies per area. Each competency combined with Outcome behavior
3	Core/Supplemental	Designation of the competencies and objectives as Core or Supplemental.
4	Integrated Skill Area: NCESAC	Shows links to the North Carolina Education Standards and Accountability Commission Standards (ABCs) created by the General Assembly in July 1993. Communication, Problem-Solving, Teamwork, Using Numbers and Data, Processing Information, Using Technology
5	Integrated Skill Area: SCANS	Shows links to the Secretary's Commission on Achieving Necessary Skills (SCANS) Foundation Skills: Basic Skills, Thinking Skills, Personal Qualities Functional Skills: Resources, Interpersonal, Information Systems, Technology
6	Integrated Skill Area:NCDGC	Shows links to the National Career Development Guidelines Competencies (NCDGC) 1) Self-Knowledge, 2) Exploration, 3) Career Planning

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SCHOOL GUIDANCE CURRICULUM CONNECTIONS

SCANS COMPETENCIES SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS	**STATE ACCOUNTABILITY COMMISSION STANDARDS**	**NCDGC NATIONAL CAREER DEVELOPMENT GUIDLINES COMPETENCIES**
Monitors and corrects performance Improves and designs systems	North Carolina Education Standards and Accountability Competencies	Skills to make decisions Skills in career planning Influence of societal needs and functions on nature and structure of work
TECHNOLOGY Selects technology Applies technology to task Maintains and trouble-shoots technology	Uses Technology Processes Information	Skills to locate, evaluate and interpret career information
FOUNDATIONS		
BASIC SKILLS Reading Writing Arithmetic/Mathematics	Communication	Understands relationship between education/career planning
Listening Speaking	Uses Numbers and Data	Skills to interact positively with others
THINKING SKILLS Creative thinking Decision making Problem solving Seeing things in the Mind's Eye Reasoning	Problem Solving	Applies decision-making skills in personal career goals Prepares to seek, obtain, and possibly change jobs
PERSONAL QUALITIES Responsibility Self-esteem Sociability Self-management Integrity/Honesty	Teamwork	Skills for positively interacting with others Explores importance of positive self concept Impact of growth and change on life plans and decisions

CONCLUSION: The workforce of tomorrow requires that schools teach a variety of skills which go beyond the basic reading, writing and arithmetic. Students must now be prepared to cooperate in problem solving, effective communicators, and use technologies to access information.

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NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

The purpose of a counseling program in a school setting is to promote and enhance the learning process. The goal of the program is to enable all students to achieve success in school and to develop into contributing members of our society. North Carolina has endorsed the **National Standards for School Counseling Programs** in order to provide all of the necessary elements essential for helping students achieve success in school. These standards provide a programmatic approach and help counselors to:

Continuously assess their students' needs;

Identify the barriers and obstacles that may be hindering student success; and

Advocate for programmatic efforts to eliminate these barriers.

School counselors face the challenge of preparing students to meet the expectations of higher academic standards and to become productive and contributing members of society. The American School Counselor Association (ASCA) has developed the national standards to better define the role of school counseling programs in the American educational system The National Standards for School Counseling Programs include the essential elements of a quality and effective school counseling program.

The standards address program content and identify the knowledge, attitudes, and skills competencies that all students will develop as a result of participating in a school counseling program. The benefits of using the National Standards for School Counseling Programs as the content framework for school counseling programs are many. They establish similar goals, expectations, support systems and experiences for all students. They define clearly the role of school counseling, and as a result of being adopted by the State Department of Public Instruction, bring consistency from school to school. In doing so, the standards provide equitable access to a school counseling program for all students provided by a credentialed school counselor.

The National Standards for School Counseling Programs facilitate student development in three broad areas: Academic Development, Career Development and Personal/Social Development. The standards provide the framework for North Carolina, school systems and individual schools to develop effective school counseling programs. There are three standards each for academic development, career development, and personal/social development. These nine standards are followed by a list of student learning outcomes. These define the specific knowledge, attitudes and skills which students should obtain or demonstrate as a result of participating in a school counseling program. These competencies form a foundation which can be used as a basis to develop measurable outcomes of student performance.

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SCHOOL COUNSELING NATIONAL STANDARDS

Academic Development

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. Academic development includes:

- Acquiring skills, attitudes, and knowledge to learn effectively;
- Employing strategies to achieve success in school; and
- Understanding the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work. Career development includes:

- strategies to achieve future career success and job satisfaction;
- fostering an understanding of the relationship between personal qualities, education and training, and the world of work; and
- the development of career goals by all students as a result of career awareness and experiential activities.

Personal/Social Development

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success. Personal/social development includes:

- the acquisition of skills, attitudes, and knowledge which helps students to respect self and others;
- the use of effective interpersonal skills;
- the employment of safety and survival skills;
- understanding the obligation to be a contributing member of our society; and
- the ability to negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

The North Carolina Accountability Act of 1994 (ABCs Plus), The Secretary's Commission on Achieving Necessary Skills (SCANS), the National Career Development Guidelines provide standards and competencies for integration with the National School Counseling Standards. Clearly, a major focus of all counselors, teachers, parents and entire communities must include joining together to integrate these nine (9) standards within the context of the state and local initiatives and into every teacher's curriculum. Students need all the adults in their lives helping them, particularly at key transition stages. These efforts will help create a system where all students graduate with a diploma, a plan and the requisite personal development skills to help them reach their goals.

RATIONALE FOR A GUIDANCE CURRICULUM IN THE SCHOOL COUNSELING PROGRAM

Student Success = Academic Development + Career Development + Personal/Social Development

Educational reform always impacts counselor programs. Accountability is an issue for all programs today. Yesterday's guidance program was defined by services and responses to crises and/or special populations. Today the emphasis is toward a planned, comprehensive, competency-based program that is accountable in terms of program implementation and student success.

School Counseling is an educational program in and of itself. It is a specialized curriculum that leads students to effectively take charge of their lives and to plan for their futures.

The Guidance Curriculum for the school counseling program delivered to students is developmental and sequential, reinforcing content at each grade K-12. This curriculum should be integrated across the curriculum and delivered primarily by teachers and supported by parent and community efforts. Local schools will want to enhance each lesson with unique parent and community involvement components.

GUIDING ASSUMPTIONS OF SCHOOL COUNSELING PROGRAMS

A comprehensive counseling program serves all students, is written and contains a statement of philosophy, and is a definition of the program.

Teachers, counselors, parents, and community leaders work together to meet student development needs.

An advisory committee provides support, offers advice, and reviews guidance activities.

The National Standards for School Counseling Programs form the basis for the school counseling comprehensive plan.

The School Counseling program is articulated throughout the grade levels.

Individual and group counseling opportunities are provided.

Appropriate counseling, consulting and referral activities are provided.

School Counseling resources and facilities are appropriate and adequately maintained.

Students have access to current information, including adequate technology resources.

Data from systematic follow-up with students, parents, and employers results in continuous program improvement.

Adequate provisions for staff development are provided.

SCHOOL COUNSELOR ROLES AND FUNCTIONS

Counselors coordinate a school-wide program for all students in the school by organizing around six role functions and four primary program components. Counselors have expertise in all of these areas, but it is the **counseling function (Responsive Services Component)** for which the counselor has received special training and licensure. All other parts of a school guidance program require ownership and collaboration among the entire school staff. The student centered program provides developmentally appropriate instruction and assistance at each grade as well as individual and group counseling opportunities for students. Counselors provide leadership to help teachers integrate the standards across the curriculum.

The counselor role functions and four program components together address the normal developmental needs of students. The School Guidance program is measurable in terms of its benefit to students.

School Counselor Roles/Functions

Program Planning

When planning a school counseling program, counselors conduct needs assessment of their particular school's strengths and weaknesses. An important part of continual program planning is the collection of data that illustrate which services are effective and which program areas need to be changed.

Counseling (groups and individual)

School counselors provide a confidential helping relationship to help students with educational, personal, social or career concerns. Groups of students who have similar concerns come together to share, listen, and resolve concerns.

Consulting

Counselors consult with parents, teachers and others to determine the most appropriate ways to help students. School counselors often refer students to public and private agencies and practitioners outside the school who can meet their needs on a long-term basis.

Coordinating

Counselors assist with school wide programs that help schools in their educational mission. These programs include school-wide efforts that reach a specific group of students.

Student Appraisal and Assessment

Counselors use strategies to assist in this area such as: helping students plan their educational program, interpreting test data with teachers to make appropriate decisions about academic placement, and sharing occupational information with students.

Professional Development

Counselors must stay current in their profession through counselor development workshops, conferences and through web-based site support. Increasingly counselors must know about and use technology based programs and software that help students access and use information pertinent to their exploration and development.

Role of School Personnel and Community in a
COMPREHENSIVE SCHOOL GUIDANCE AND COUNSELING PROGRAM

Director of School Counselors	Works with administration and supervisory staff to plan and develop the K-12 school counseling program. Coordinates the school counseling program and the resources provided by teachers, parents, and others. Promotes a comprehensive, developmental delivery system.
Principals	Advocate for and encourage staff members to upgrade skills and knowledge for implementing the school counseling program. Encourage counselors to assume a leadership role in coordinating the program. Monitor program effectiveness for the competencies and objectives identified in the School Counseling Program Standards.
School Board Members	Support policies for delivering the comprehensive counseling program as an integral part of the total educational program for all students.
Teachers	Recognize the value of the school counseling curriculum. Use subject areas to integrate the Academic, Career Development, and Personal/Social Development competencies. Work as a team member to establish benchmarks for the counseling curriculum competencies.
Students	Provide student perspective on the curriculum, resources and needs.
Business and Industry Partners	Serve as partners with the schools to provide experiences for students related to the competencies. Provide feedback to the school system about workplace skills. Serve on advisory committees.
Parents	Participate on the advisory committee for school counseling programs. Provides support for the school counseling program standards. Reinforce the school counseling standards with their children.
Psychologist **Career Development Coordinator** **Social Worker**	Assist in planning and implementing the Comprehensive School Guidance Curriculum.
Community Service Agencies	Participate on advisory committees. Provide community support for the standards.

SCHOOL COUNSELING PROGRAM COMPONENTS

Curriculum:

Group or classroom activities through which the National Standards for School Counseling Competencies related to academic, career development, and personal/social development are delivered or taught. Teachers and counselors collaborate to integrate activities from the Comprehensive School Guidance and Counseling Curriculum into classroom lessons and into school-wide programs.

Individual Planning:

School counselors meet individually with students to analyze how their interests, abilities, and achievements interface with educational planning, academic achievement and career information. Students may individually access information through a variety of computer information systems, or gain information about themselves through interest and/or learning styles inventories. Appropriate educational decisions are encouraged to assure that the student gains the skills and preparation to pursue his/her goals.

Responsive Services:

This is the counseling component for which school counselors receive master's level preparation and training. It includes confidential individual and small group counseling. Consultation with teachers, parents and agencies who can assist students and families is included in this role.

System Support:

This includes program coordination and outreach activities to promote partnerships within the community that support the development of students. Examples are school/business partnerships, advisory groups, agencies and parent organizations. Program development, research and evaluation of program outcomes should be shared with various groups since it can demonstrate the impact of the counseling program on student outcomes. Counselors, as part of a team, appropriately **assist** in the school testing program.

ELEMENTARY GRADES

Academic Development

Career Development

Personal/Social Development

BLUEPRINT FOR ELEMENTARY SCHOOL GUIDANCE CURRICULUM

Competency #/ Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Competency 4	SCANS 5	NCDGC Competency 6
A	**ACADEMIC DEVELOPMENT**				
001.	**Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**				
001.01	Demonstrate pride in work and in achievement.	core	x	x	x
001.02	Justify mistakes as essential to the learning process.	core	x	x	x
001.03	Practice attitudes and behaviors which lead to successful learning.	core	x	x	x
001.04	Demonstrate time management and task management skills.	supp	x	x	x
001.05	Verify responsibility for actions.	core	x	x	x
001.06	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.	core	x	x	x
001.07	Establish a broad range of interests and abilities.	supp	x	x	x
001.08	Communicate knowledge with classmates and adults.	supp	x	x	x
002.	**Complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options including college.**				
002.01	Demonstrate critical thinking skills.	core	x	x	x
002.02	Distinguish study skills necessary for academic success at each level.	core	x	x	x
002.03	Choose to be self-directed and independent learners.	core	x	x	x
003.	**Understand the relationship of academics to the world of work and to life at home and in the community.**				
003.01	Judge how to balance school, studies, extracurricular activities, leisure time and family life.	supp	x	x	x
003.02	Choose co-curricular and community experiences to enhance the school experience.	supp	x	x	x
003.03	Determine the relationship between learning and work.	supp	x	x	x
003.04	Consider how school success and academic achievement enhance future career and vocational opportunities.	supp	x	x	x

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BLUEPRINT FOR ELEMENTARY SCHOOL GUIDANCE CURRICULUM

Competency# Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Competency 4	SCANS 5	NCDGC Competency 6
B	**CAREER DEVELOPMENT**				
004.	**Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**				
004.01	Document the variety of traditional and non-traditional occupations.	supp	x	x	x
004.02	Develop an awareness of personal abilities, skills, interests and motivations.	supp	x	x	x
004.03	Demonstrate how to intereact and work cooperatively in teams.	core	x	x	x
004.04	Explore the importance of planning.	supp	x	x	x
004.05	Develop skills in areas of interest.	supp	x	x	x
004.06	Develop hobbies and avocational interests.	supp	x	x	x
004.07	Balance work and leisure time.	supp	x	x	x
004.08	Generate respect for individual uniqueness in the workplace.	supp	x	x	x
004.09	Develop a positive attitude toward work and learning.	core	x	x	x
004.10	Determine the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.	core	x	x	x
005.	**Employ strategies to achieve future career success and satisfaction.**				
005.01	Compare personal skills, interests, with current career choices.	supp	x	x	x
005.02	Classify occupations.	supp	x	x	x
005.03	Investigate research and information resources to obtain career information.	supp	x	x	x
005.04	Use the Internet to access career planning information.	supp	x	x	x
005.05	Describe how traditional and non-traditional occupations relate to career choice.	supp	x	x	x
005.06	Manage a career planning portfolio.	supp	x	x	x
006.	**Understand the relationship between personal qualities, education, and training, and the world of work.**				
006.01	Compare the relatonship between educational achievement and career success.	core	x	x	x
006.02	Appraise the importance of equal access to careers.	supp	x	x	x
006.03	Use conflict management skills with peers and adults.	core	x	x	x
006.04	Work cooperatively with others as a team member.	core	x	x	x

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BLUEPRINT FOR ELEMENTARY SCHOOL GUIDANCE CURRICULUM

Competency# Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Competency 4	SCANS 5	NCDGC Competency 6
C	**PERSONAL / SOCIAL DEVELOPMENT**				
007.	**Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**				
007.01	Develop a positive attitude toward self as a unique and worthy person.	core	x	x	x
007.02	Communicate the goal setting process.	core	x	x	x
007.03	Manage feelings.	supp	x	x	x
007.04	Distinguish between appropriate and inappropriate behaviors.	core	x	x	x
007.05	Differentiate personal boundaries, rights, and privacy needs.	core	x	x	x
007.06	Establish self-control.	core	x	x	x
007.07	Demonstrate cooperative behavior in groups.	core	x	x	x
007.08	Conclude that everyone has rights and responsibilities.	core	x	x	x
007.09	Consider individual differences.	core	x	x	x
007.10	Consider ethnic and cultural diversity.	core	x	x	x
007.11	Consider different kinds of families.	core	x	x	x
007.12	Demonstrate how to communicate.	core	x	x	x
007.13	Conclude that communication involves speaking, listening, and nonverbal behavior.	supp	x	x	x
007.14	Demonstrate how to make and keep friends.	core	x	x	x
008.	**Make decisions, set goals, and take appropriate action to achieve goals.**				
008.01	Employ a decision-making and problem-solving model.	supp	x	x	x
008.02	Critique consequences of decisions and choices.	core	x	x	x
008.03	Debate alternative solutions to a problem.	core	x	x	x
008.04	Develop effective coping skills for dealing with problems.	core	x	x	x
008.05	Apply conflict resolution skills.	core	x	x	x
009.	**Understand safety and survival skills.**				
009.01	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).	core	x	x	x
009.02	Distinguish the difference between appropriate and inappropriate physical contact.	core	x	x	x
009.03	Use problem-solving and decision-making skills to make safe and healthy choices.	core	x	x	x
009.04	Determine the dangers of substance use and abuse.	core	x	x	x
009.05	Assess peer pressure.	supp	x	x	x
009.06	Display techniques for managing stress and conflict.	supp	x	x	x

ELEMENTARY ACADEMIC DEVELOPMENT

Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Competency Areas

- Improve Academic Self-Concept
- Acquire Skills for Improving Learning
- Achieve School Success

Complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options.

Competency Areas

- Improve Learning
- Plan to Achieve Goals

Understand the relationship of academics to the world of work, and to life at home and in the community.

Competency Areas

- Relate School to Life Experiences

Key Connections:

NCESAC: The North Carolina Education Standards and Accountability Commission was created by the General Assembly in July 1993 to ensure that "all graduates of North Carolina public schools will have mastered the skills to become productive members of the work force and succeed in life." The following six competency areas are those in which graduates must demonstrate proficiency:

Communication
Problem solving
Teamwork
Using numbers and data
Processing information
Using technology

SCANS: Is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills now needed in the American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. There are 27 SCANS skills divided into two categories:

Foundation skills – Basic Competencies; Thinking Skills; Personal Qualities
Functional skills – Resources, Interpersonal, Information, Systems, Technology

BENCHMARKS

Competency Area: ___Academic ___Career ___Personal/Social

Establish a *benchmark* for a specific student objective. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

Compentency:

Student Objective:	Benchmark: End of Grade 2	Benchmark: End of Grade 3	Benchmark: End of 5

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING
ACADEMIC DEVELOPMENT

COMPETENCY 001.0 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.01 Demonstrate pride in work and in achievement

GRADE: K-5

OUTLINE: Students collaborate with the teacher to identify classroom standards of quality.

STRATEGIES/ACTIVITIES:

TEACHER: Conduct a discussion in the class about the definition of quality according to the works of David Langford in *Quality Schools*. Brainstorm as a class what will be necessary for their school work to be considered quality. Post this agreed upon list in the classroom. When work is turned in, it should be returned to the student if it does not meet the agreed upon definition of quality.

COUNSELOR: When reviewing work products, the counselor will use the same definition of quality as the classroom teacher. In appropriate other lessons emphasize quality.

PARENT: When parents check homework that does not meet the definition of quality, they will have the student redo to meet quality.

COMMUNITY: Communicate ways to value quality.

EVALUATION: Students know the definition of quality and can use it as a benchmark for their work.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.0 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.02 Justify mistakes as essential to the learning process.

GRADE: 2-4

OUTLINE: Students learn to apply critical thinking skills after making a mistake.

STRATEGIES/ACTIVITIES:

TEACHER: Help children recognize and learn from mistakes through positive support.

COUNSELOR: Popkin, Michael H. and Greathead, Susan D. *Free the Horses.*
For an introduction ask students how they think they learn. Follow up with asking what happens when a mistake is made.
Tell students that in the spiral of success they will learn about mistakes and how everyone can learn by breaking learning into small steps.
View Part F of the video tape *Free the Horses.* After viewing use the following questions:

1. Do you ever feel overwhelmed when starting a big job? Let's look at some big jobs and see what steps are necessary to complete them. Brainstorm.
2. How do you learn to do new math problems?
3. What is the secret to everyone learning?

PARENT: Prompt parents in a letter around the time you are using this activity to begin asking their child what they learned whenever they made a mistake.

COMMUNITY:

EVALUATION: Students understand that mistakes are part of the learning process.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.0 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.03 Practice attitudes and behaviors which lead to successful learning.

GRADE: K-1

OUTLINE: Students participate in communication skill development activities.

STRATEGIES/ACTIVITIES:

TEACHER: The week after session I, the teacher will point out the good and acceptable behaviors being shown.

COUNSELOR: Miller, Connie, *Bearable Behaviors*. **Session I** consists of learning about good and acceptable behaviors from discussing and reading information in class. Make a list of good acceptable behaviors mentioned during the discussion. Lead the discussion to the fact that showing the acceptable behavior as opposed to unacceptable behavior is a choice the student makes. Emphasize making good choices. **Session II** teaches what it takes to be a good listener. Lead the discussion soliciting responses as to how to be a good listener. Emphasize what each part of the body is doing.. End with making a class list of what your body must be doing to display good listening. Make a set of bear ears on a paper head band for students to wear to emphasize listening. **Session 3** focuses on following directions. Lead discussion of what it is to follow directions. Play "Simon Says" focusing on how the players must listen and follow the directions of Simon. Review by focusing on all the things we follow directions for: to stay safe, to learn new things, to play fun games, to stay out of trouble. Have students follow some made up directions or use Teddy Bear's Picnic from Connie Millers lesson guide. **Session Four** focuses on rules and following them. What is a rule? Brainstorm how rules help in school, at home, on the playground. Make a list of rules. Read the rules and have the children circle the smiley bear or sad bear according to whether it is a good rule to follow or not a good rule to follow.

PARENT: Teachers can furnish parents with classroom rules and communicate at least weekly with the parent concerning child's behavior. Parent uses the information from school to talk about behaviors and the advantages of good learning behavior.

COMMUNITY: Invite a speaker from the community to discuss rules/regulations that must be followed by employees. Discuss the importance of interpersonal skills.

EVALUATION: Students can help develop and follow classroom rules.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.0 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.04 Demonstrate time management and task management skills.

GRADE: 2

OUTLINE: Students become aware of how they spend their time.

STRATEGIES/ACTIVITIES:

TEACHER: Post and review the quality agenda for each day. Evaluate the agenda at the end of each day with the class.

COUNSELOR: Following a classroom lesson on time or the clock, tell the students that you will be looking at all of the things that have to be done in a day. Make a list of their ideas - be sure to include the sleeping, eating, leisure time. Let students guess how much time they spend doing each of the things listed. Add the time up and see if they have enough time in the day. Send a chart home to allow parents to help students complete listing the activities done every thirty minutes each day for a week. The next lesson categorize the times spent. Find places in the day where a reprioritization would produce time for other activities such as homework.

PARENT: Complete the daily schedule sent home with your child.

COMMUNITY:

EVALUATION: Completed schedule

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.0 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.04 Demonstrate time management and task management skills.

GRADE: 3

OUTLINE: Students become aware of how they spend their time.

STRATEGIES/ACTIVITIES:

TEACHER: Post and review the quality agenda for each day. Evaluate the agenda at the end of each day with the class.

COUNSELOR: Relate to the students that the secret to having time to do the things they want to do and be a good student is to learn to organize their time. Have students write down the subjects they have in school and the approximate amount of time they need to study that subject each day. Next have them write down the time they get home from school, time they eat dinner, and time they go to bed. On a chart, color in the times for eating and bed each day of the week. Begin the chart with the time student arrives home from school. Use a different color to write in the homework and study times for each day. Use a different color to color in the times they have left for TV, play, or other activities they want to do. Keep your schedule for a minimum of two weeks and see if grades improve.

PARENT: Review the daily schedule sent home with your child.

COMMUNITY:

EVALUATION: Students can develop and follow simple schedules.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.0 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.05 Verify responsibility for actions.

GRADE: 4

OUTLINE:
- Students can identify responsibilities they have at home.
- Students are able to list several benefits for being responsible.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: Schwartz, Linda. *Responsible Rascal.* Introduce the topic of responsibility by asking what jobs children have at home. Find out what happens when jobs are not completed. Ask what responsibilities parents have and what would happen if parents did not do their jobs. Read the book *Responsible Rascal.* Discuss by asking:

1) What was Rascal's one bad habit?
2) What are some responsibilities you have at school?
3) What would happen if you did not do as you are supposed to (be responsible) at school?
4) How did Rascal become responsible?
5) What can you do to become more responsible?

PARENT: Assign responsibilities at home. Let the natural consequence occur if student does not take care of assignment.

COMMUNITY: Invite an employer to discuss examples of employee responsibility.

EVALUATION: Students complete assignments

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.0 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.06 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.

GRADE: 3

OUTLINE: Students complete an activity independently and through cooperation.

STRATEGIES/ACTIVITIES:

TEACHER: Use cooperative grouping when possible for classroom work. In the cooperative work, every student must finish a piece of the finished product independently.

COUNSELOR: Ask questions to get the definition of cooperation. Focus in by asking: 1) What makes working in groups fun? Not fun? 2) Name some things at school that require cooperating. At home. Read the story from Scholastic *You Can't Have Harmony Singing Alone*. Discuss examples of cooperating in the story. Discuss the consequences of not cooperating. View "Cooperation" video from Live Wire Video Publishers. Writing assignment - Write about a problem in the world that might be solved if people would cooperate better. Place students in groups of threes. Provide magazines, scissors, and glue. Allow each group to make a collage of things they did this summer. Each student in the group will contribute at least two pictures to the collage. Before the activity begins, give the group its goals and awards. Group presents the college to the class. Groups then discuss 1) Did everyone contribute at least two pictures about their summer activities? 2) Did we share our materials? 3) Did we help, encourage, and finish our work?

PARENT: Introduce family or child games that require cooperation.

COMMUNITY: Invite a Chamber of Commerce representative to discuss a community event requiring cooperation from many groups.

EVALUATION: Students can work cooperatively in a group.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.0 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.07 Demonstrate how effort and persistence positively effect learning.

GRADE: 5

OUTLINE: Students will talk about how effort and persistence will positively effect learning. They will do the following:
- When the project is finished, the student will discuss with the teacher and the class how effective the time table and project were. Was effort and persistence needed to follow through with the project?

STRATEGIES/ACTIVITIES:

TEACHER: Will lead the discussion on how to set up the project and timetable. They will lead the discussion for the evaluation.
- The student will share an idea or project they wish to work on.
- They will list materials they need, where they will get the materials and where the project will be done. (home, school, art class, etc.)
- They will set up a time table as to when certain things in the project should be finished and when the project will be completed.

COUNSELOR: Serves as resource for the students, parents, and teachers.

PARENT: Helps the student by reminding them to keep on schedule with the project.

COMMUNITY:

EVALUATION: Completed project.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.0 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.08 Communicate knowledge with classmates and adults.

GRADE: K-5

OUTLINE: Students learn how to accomplish task.

STRATEGIES/ACTIVITIES:

TEACHER: Use cooperative grouping when possible for classroom work. In the cooperative work, every student must finish a piece of the finished product independently.

COUNSELOR: Ask questions to get the definition of cooperation. Focus in by asking:

1) What makes working in groups fun? Not fun?
2) Name some things at school that require cooperating. At home.
   K-2 read the story from Scholastic *You Can't Have Harmony Singing Alone*. Discuss examples of cooperating in the story. Discuss the consequences of not cooperating.
3) View "Cooperation" video from Live Wire Video Publishers. Writing assignment –
4) Write about a problem in the world that might be solved if people would cooperate better.
5) Place students in groups of threes. Provide magazines, scissors, and glue. Allow each group to make a collage of things they did this summer.

Each student in the group will contribute at least two pictures to the collage. Before the activity begins, give the group its goals and awards. Group present the collage to class. Groups then discuss

1) Did everyone contribute at least two pictures about their summer activities?
2) Did we share our materials?
3) Did we help, encourage, and finish our work?

PARENT: Introduce family or child games that require cooperation.

COMMUNITY: Community Helpers discuss cooperation and teamwork as a means to accomplishing task

EVALUATION: Shared collage

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.0 Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.

OBJECTIVE: 002.01 Demonstrate critical thinking skills.

GRADE: 5

OUTLINE: Have students think of situations in which advanced planning is necessary. Tell them that today's work is designed to help them follow the steps of thinking through projects and gathering information needed to make choices.

STRATEGIES/ACTIVITIES:

TEACHER/COUNSELOR:

- Discuss the concept of "budget" and what happens if you do not stay within a budget
- Explain activity and what you want them to learn
- Students will "shop" via a catalog to outfit a group of campers. They must "purchase" by ordering all equipment the group will need.
- Students will figure, using various methodologies, the cost per camper. They must remain within a predetermined budget.
- Students will figure quantity prices, discounts, sales tax, shipping and fill out the appropriate information on an order form.
- Give recognition to people who used their budget wisely.

Key Points

- Decide what needs are to be met (clothing, cooking equipment, etc.)
- Ask what happens when you do not stay within a budget?

COUNSELOR: Serve as resource for students, teachers and parents; counsel students who have particular difficulty with planning for choices.

PARENT: Allow students to plan a menu with a budget and to shop for the food.

COMMUNITY: Provide resources for students to investigate community projects such as environmental studies.

EVALUATION:

- Evaluate projected purchases for necessity, quality, and adherence to budget.
- Allow students to determine a matrix for evaluating the worth of the plan.
- Provide a classroom project in which students demonstrate similar tasks.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.0 Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.

OBJECTIVE: 002.02 Demonstrate study skills necessary for academic success at each level.

GRADE: 4

OUTLINE: Students receive recognition for their classroom achievements and improvements.

STRATEGIES/ACTIVITIES: Resource: *Guidance Activities for Counselors & Teachers*, Thompson, C. L. & Poppen, W. A.

TEACHER:
- Students are given "token chains" to hang on the wall. Each time students do well in a reading assignment such as completing worksheets, reading in class, and correcting their own mistakes, they receive a token to hang on their chain.
- Ten tokens may be exchanged for 30 minutes of exploration/free time.
- Tokens may also be earned for improved performance with flashcards and/or for spelling words correctly.

Key Points
- Decide what needs are to be met (clothing, cooking equipment, etc.)
- What happens when you do not stay within a budget.

COUNSELOR: Identifies and counsels students who fail to achieve at these levels or who show no improvement.

PARENT: Monitor child's progress in all school subjects and provide opportunities for child to read aloud and demonstrate other skills.

COMMUNITY: Identify sponsors for rewards for school achievement and improvement such as gift certificates, complimentary meals, contests for most books read, etc.

EVALUATION:
- Monitor the number of children who show gains
- Have students design multiple ways to express public acknowledgement of gains.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.0 Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.

OBJECTIVE: 002.03 Choose to be self-directed and independent learners.

GRADE: 4

OUTLINE: Students will use diagrams of their homes to explain different kinds of help they may need and who could supply that support.

STRATEGIES/ACTIVITIES:

TEACHER:

- Student independently draws a preliminary floor plan of their home as a homework assignment.
- Teacher helps students complete floor plan
- Students identify the room(s) in which they eat, sleep, and gather.
- As a group have students discuss the different types of workers that have made that room functional- for example the house/apartment designer; plumber, electrician, appliance manufacturers, cookbook writers, food processors and others have made the kitchen work; furniture makers have designed, built, delivered and set up the bed; and other examples.
- Begin the discussion as a large group with individuals continuing to list the many workers who have helped.
- Ask students to choose one room and determine how they would gather more information about the workers and functions the room represents.
- Have the students investigate the topic with their parents and with others.

COUNSELOR: The counselor serves as a resource to the teacher.

PARENTS: Expand the list the students have started and help the student identify a person who works in one of the areas that contributed to their home.

COMMUNITY: Invite a member of the Home Builders Association to talk with students about the various people who contribute to a finished apartment or residence.

EVALUATION: Students generate a list of workers that make a classroom or home functional and explain how they could accumulate more information about the people and jobs.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Students will understandthe relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.01 Judge how to balance school, studies, extracurricular activities, leisure time, and family life.

GRADE: 3

OUTLINE: Students will create and perform funny acts and demonstrate the benefits of laughter in reducing stress.

STRATEGIES/ACTIVITIES:

TEACHER: Review with students various ways to reduce stress.

- Allow students to name examples, such as specific forms of exercise, guided imagery, relaxation, playing games, and solving puzzles or problems that reduce stress.
- Inform them that laughter is another good way to reduce stress and tension. Explain: When we create humorous situations, we can laugh at ourselves. The more we laugh, the more our muscles relax.
- Announce that the students are going to have an opportunity to create humor by participating in an informal "comedy show." Every student will have a turn being a comedian and the rest of the time will be a member of the audience.
- As comedians, the students can tell jokes, read funny poetry, enact silly skits with a group, sing funny songs, or do comical impersonations.
- Students can work alone, with a buddy, or with a small group to plan their "act".
- Simple classroom furniture, yardsticks, and playground equipment can be used as props.
- When the students have prepared their "acts", move the desks aside so that chairs can be placed in rows for the audience. Make sure that there is plenty of room for a "stage".
- Introduce each act in turn. Encourage plenty of laughter and applause. As each finishes, have the performer(s) join the audience.

PARENTS: Discuss ways to deal with stress. Ask child to perform comedy routine.

COMMUNITY: Invite resource people from the YMCA, Human Resources to discuss wellness, health and/or time management with students.

EVALUATION:

- Students list ways to resist stress and explain the benefits of each.
- Students write a script in which one person helps another cope with being stressed.
- Students bring examples of people being in difficult situations and present ways they could handle stress.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Students will understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.02 Choose co-curricular and community experiences to enhance the school experience.

GRADE: 5

OUTLINE: The teacher will incorporate activities outside the school setting into discussions of career choices.

STRATEGIES/ACTIVITIES:

TEACHER: Discuss career opportunities within the community with the class. Plan a field trip to help them explore these options, such as "Truck Day". Have students list opportunities within the community in which to pursue interests and hobbies. Various places can be chosen such as a grocery store, hospital, courthouse, government office, newspaper, banks and community service agencies such as the YMCA, Boys and Girls Clubs. This can be a whole class activity or an assignment for a classroom team who will report their findings to the class.

COUNSELOR:

- Provide lists of possible sites to visit, contact the sites and coordinate the visit.
- Provide resource information to teachers related to...........

PARENTS: Participate in "Take Your Child to Work Day". (4th Thursday in April each year) During shopping trips, point out what workers do in various settings.

COMMUNITY: Sponsor field trips, speakers. If field trips are not an option, invite several employers to visit the classroom with hands-on materials and information about programs and careers. Participate in "Take Your Child to Work Day."

EVALUATION:

- Students describe the careers they have observed and explain three of the positions.
- Students interview someone in a business and report their discoveries to the class.
- Students give reasons for the jobs they have seen.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Students will understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.03 Demonstrate the relationship between learning and work.

GRADE: 3

OUTLINE: The students will be introduced to the ways different community helpers learned how to do their jobs. They will compare what they are learning to the education these workers have had.

STRATEGIES/ACTIVITIES:

TEACHER:

- Gather materials showing people performing a job.
- Ask students to describe what is being done such as someone working on a house, driving a truck, working on a highway, conducting a trial, working in a laboratory, and many others.
- Students list some of the skills needed to do the jobs such as measuring, reading a map, planning, studying laws, writing out procedures, etc.
- Ask students what subjects (mathematics, reading) are required to do these jobs.
- Students will account for the relationship of those skills they listed to the school work they are now doing.
- Students describe how a house would look if built by someone who could not measure. What would happen if a paper was written by a lawyer who did not know the laws of the land?

Extension: Have students draw a picture of a house built by a builder who cannot measure. Have students tell one thing they have learned.

COUNSELOR: Serves as resource for teacher.

PARENTS: Encourage parents to talk with their children about coping skills needed when they attempted a job task they could not do initially. Decide together to learn a new skill such as a game or hobby.

COMMUNITY: A panel of workers from the community visit the classroom and discuss the academic, technical and personal skills needed to do their particular jobs.

EVALUATION:

- From a list of simple jobs, students write some of the skills needed for that work.
- Students interview their parents about how they learned to do their jobs.
- Students compare the different jobs and education required for all school workers.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Students will understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.04 Consider how school success and academic achievement enhance future career and avocational opportunities.

GRADE: 5

OUTLINE: Students will be exposed to training necessary in order to obtain different careers.

STRATEGIES/ACTIVITIES:

TEACHER/COUNSELOR: Resources: Career Cards
- Split class into two teams. Define the different educational degrees.
- Present career cards with picture or name of career to the students.
- Have the students, based on prior knowledge, to decide what educational degree would be the minimum required in order to have that job. 1)high school diploma, 2. Community College Associate Degree, 3.) Bachelor's Degree, 4. Master's Degree, 5. On the job training, 6. Other (i.e., dental or medical school).
- Students will reach consensus among their team. The team with the most correct responses wins.

Extension:
- Discuss the number of years required for each degree. Have students discuss the skills needed for the different careers. How does a person develop those skills?
- Does having an educational degree prove that a person can do a specific job.
- Do you know if there is a Community College in our area? Colleges that offer bachelor and/or masters degrees? Does anyone know what people can study at these schools?

COUNSELOR: Discuss with the students the kinds of academic preparation needed to complete each level of education. Tell students what sources of information a counseling center has related to post-secondary education.

PARENTS: Help students find examples of careers in the newspaper. Discuss the importance of doing their best in school now in preparation for middle and high school.

COMMUNITY: A panel of adults could discuss their educational training as preparation for their careers.

EVALUATION:
- Students present training requirements for three careers not previously discussed in class.
- Students outline a training sequence for identified careers.
- Students interview three people about what training was necessary for their careers.

ELEMENTARY CAREER DEVELOPMENT

Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Competency Areas

- Develop Career Awareness
- Develop Employment Readiness

Employ strategies to achieve future career success and satisfaction.

Competency Areas

- Acquire Career Information
- Identify Career Goals

Understand the relationship between personal qualities, education and training, and the world of work.

Competency Areas

- Acquire Knowledge to Achieve Career Goals
- Apply Skills to Achieve Career Goals

Key Connections:

National Career Development Guidelines Competencies (NCDGC): Provide a framework and structure for the career development process. The Guidelines identify the competencies at each level of elementary,middle, high school and adult development that individuals need to master. These competencies are supplemented with statements of what individuals will be able to do when they have mastered the competency. They are called indicators. The competencies and indicators are divided into three areas: self-knowledge, educational and occupational exploration and career planning.

School-to-Work Opportunities Act (NC JobReady): A system that provides opportunities for all students to participate in programs to increase students' basic competencies, employability and personal skills. Schools develop programs in conjunction with community partners that are School Based, Work Based, and Community Connected.

College Tech Prep/Tech Prep: College Tech Prep Completers (4 years of high school technical and academic studies + 2 years of Community College technical studies leading to an associate degree).

Secretary's Commission on Achieving Necessary Skills (SCANS): These competencies, developed by employers nationwide, specify the skills needed to be successful in the workplace. There are 27 SCANS skills divided into two categories: Foundation skills and Functional skills.

BENCHMARKS

Compentency Area: ___Academic ___Career ___Personal/Social

Establish a benchmark for a specific student objective. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

Competency:

Student Objective:	Benchmark:End of Grade 2	Benchmark:End of Grade 3	Benchmark:End of 5

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.01 Document the variety of traditional and nontraditional occupations.

GRADE: 3

OUTLINE: Students will explore and identify 5-6 occupations based on creative construction of community helper "faces".

STRATEGIES/ACTIVITIES:

RESOURCES: Poster paper/board or paper plates, scissors, crayons

TEACHER:

- Each student will construct an outline of a family member, school person, or community worker on a piece of poster paper or paper plate. The face will be cut out.
- When students finish constructing their community helper, the teacher collects them.
- Student volunteers come up individually. Volunteer closes his/her eyes while one of the poster "faces" is fitted onto their face.
- Students in the class must give the student 3 hints and the volunteer must guess which community helper he/she is representing.

Extension: Make the point that any career is open to both male and female.

COUNSELOR: Offer resources to teacher about job classifications, resources on non-traditional careers, research on girls in technical fields, etc., internet site links.

PARENTS: Discuss your career pathway with your child, including careers that in the past were open only to one gender.

COMMUNITY: Support school site visits to illustrate men and women in non-traditional careers. Emphasize skills needed.

EVALUATION: Students can identify several career options of interest.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.02 Develop an awareness of personal abilities, skills, interests, and motivation.

GRADE: 4

OUTLINE: Students will listen to a book about being unique. They will discuss how people are both similar and different and relate their unique and common traits.

STRATEGIES/ACTIVITIES:

RESOURCE: *Leo the Late Bloomer*, Leo Lionni

TEACHER:

- Read the book and discuss the characterisitics of the character, Leo, in the book. How was he different? How was he like the other characters in the book?
- Model/discuss ways people can be alike/different. Why is it a good thing that everyone is not alike? Can we learn new things from people who have different interests? How?
- Ask students to brainstorm their own likenesses and differences to others in positive ways. Model this first.

COUNSELOR: Provide resources or counseling as needed to students who are troubled by these concepts.

PARENT: Highlight similarities and differences among adults in the child's world and the positive benefits of differences.

COMMUNITY: Point out community events such as festivals that celebrate similarities and differences among community groups.

EVALUATION: Students report on similarities and differences between themselves and three classmates.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.03 Demonstrate how to interact and work cooperatively in teams.

GRADE: 3

OUTLINE: After reading a story, students will discuss sharing and the emotions associated with cooperation.

STRATEGIES/ACTIVITIES:

RESOURCE: *Rainbow Fish*, Marcus Pfister (Good book about sharing)

TEACHER:

- Read the book to students.
- Ask students to describe the idea of sharing during sharing time.
- Each student names one item they have that is VERY special to them. Teacher will "board" the answers.
- Students explain why they might be willing to share this special item with someone else.
- Students describe the feelings they would have when they share this item, if it is damaged or not returned, and how they feel when it is returned to their possession.

Extension: This activity can be easily linked to Character Education.

COUNSELOR:

- Serve as a resource to the teacher.
- Work with students who have difficulty cooperating in the classroom.

PARENTS: Provide opportunities for the student to share with others.

COMMUNITY: Involve students in a holiday project within the community to experience cooperative interaction and sharing.

EVALUATION: Students can list the opportunities they have had to share during the activities and the results of the cooperation.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.04 Explore the importance of planning

GRADE: 3

OUTLINE: Students see positive results by practicing simple planning strategies

STRATEGIES/ACTIVITIES:

RESOURCES: *Kid-a-Littles, The Value of Planning* video from NIMCO, Inc.
Paste, glue, construction paper of various colors, string, glitter, crayons, markers,scissors, magazines, etc.

TEACHER:

- Ask students to get the material they would like to use to make a collage.
- Tell them to make a collage of items a carpenter would use.
- When students begin to want to get other items, tell them they must use only what they took
- After a few minutes, stop them and talk about planning ahead for a project. Make the point that knowing what you are going to do ahead of time makes it easier to gather or do what is needed.
- View the video, if available, *The Value of Planning*
- Have students brainstorm simple planning steps needed to complete a chore or assignment that the students have in the near future.

COUNSELOR:

- Post and discuss daily work schedules.
- Help students plan for their assignments due by using a simple timeline of when tasks need to be completed.

PARENTS: Help students develop simple planning steps to complete tasks at home.

COMMUNITY: Invite a government employee (water department, tax department) to discuss simple planning steps related to a current project in the community.

EVALUATION: Students can complete planning steps for a class assignment.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.04 Explore the importance of planning

GRADE: 5

OUTLINE: Students use planning steps to complete assignments.

STRATEGIES/ACTIVITIES:

TEACHER: *Kid-a-Littles , The Value of Planning* video from NIMCO, Inc. Opening Activity – Have a wide variety of materials displayed. This might include paste, glue, construction paper of varying colors, string, glitter, crayons, markers, scissors, magazines, etc. Tell the students to get the material they would like to use. After the students make their selection, tell them to make a collage of items a carpenter would use. When students begin to want to get other items, tell them they must use what they took. After a few minutes, stop them and talk about planning for a project or any other activity. If they know what they are going to do, it is easier to gather or do what is needed. View the video, *The Value of Planning*. Extension -Choose a career and tell what educational plan one would have to pursue to acquire that career.

COUNSELOR: Help students plan daily for the work of the day by posting and discussing the quality agenda. Help students plan for their assignments due by using a timeline of when steps need to be completed to finish the assignments.

PARENT: Share planning steps to your career with your child.

COMMUNITY: Invite teachers, parents to share careers and their planning steps.

EVALUATION: Students can identify several steps to take to get information about educational options and career options.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.05 Develop skills in areas of interest

GRADE: K-3

OUTLINE: Students can identify areas of interest and careers that correspond to them.

STRATEGIES/ACTIVITIES:

TEACHER:
- Develop a community helpers center
- Use play objects for a doctor's office, construction jobs, artist, musician, scientist, etc.
- Allow students to experiment in the center. After each has experienced the center, draw everyone back to the big group.
- Display cards one at a time. Have students guess from the picture what the job is.
- When students successfully guess, read the requirements for the job from the back of the card, and ask them what they think the personal qualities of a person in this job might be.
- Read the personal qualities listed on the card. Let the students share if they think they have the same qualities as the person in that job.

Extension: Have students bring or talk about something they are interested in.

COUNSELOR: Emphasize the areas of interest in your students. Highlight potential careers related to those interests

PARENT: Support students's interests; introduce students to development of skills in areas of interest through games, hobbies, community involvement.

COMMUNITY: Invite community members to share how they both work and maintain hobbies, interests.

EVALUATION: Students can identify several careers and associated skills needed.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.05 Develop skills in areas of interest.

GRADE: 4-5

OUTLINE: Students explore careers based on their interests.

STRATEGIES/ACTIVITIES:

RESOURCE: Career-O-Rama

TEACHER:

- Have students explore careers related to their favorite subject. Point out the correlation between favorite subjects and future work.
- Students list several careers of interest and career cluster in which the careers are organized.
- Discuss emerging careers based on new technologies such as robotics. Have students brainstorm possible careers that may be needed in the future.
- Students should select two new careers that they would like to know more about.
- As a class, have students brainstorm how to get more information about their career interest.

COUNSELOR: Serve as a resource to the teacher and students as they conduct further research.

PARENT: Support student's career interests through discussion, pursuit of hobbies, community activities.

COMMUNITY: Invite a speaker who turned a hobby or interest into a career to discuss their career pathways.

EVALUATION:

- Students can identify several careers and how to get more information about them.
- Students can identify interest areas.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.05 Pursue and develop skills in areas of interest.

GRADE: 4-5

OUTLINE: Students will identify interests through play.

STRATEGIES/ACTIVITIES:

TEACHER: Emphasize the areas of interest in your students.

COUNSELOR: Community Helpers cards by Trend Enterprises. Develop a community helpers center. Use play objects for a doctor's office, construction jobs, artist, musician, scientist, etc. Allow students to experiment in the center. After the centers, draw all students back to the big group. Display cards one at a time. Allow students to guess from the picture what the job is. When students successfully guess, read the requirements for the job from the back of the card, and ask them what they think the personal qualities of a person in this job are like. After they give their opinions, read the personal qualities from the card. Let the students share if they think they have the same qualities as the person in the job.

Extension for K-2 – Have students bring and talk about something they are interested in.
Extension for 3-5 – Give the students a simple interest inventory such as the Career Game or use an online interest inventory such as NC Careers from the SOICC web page.

PARENT: Allow child to pursue areas of interest such as ball, piano, art, etc.

COMMUNITY: Invite persons from the community to class to share their job and interests with the students.

EVALUATION: Students can name personal interests

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.06 Develop hobbies and avocational interests.

GRADE: K-3

OUTLINE: Students display a hobby or interest through creative artwork.

STRATEGIES/ACTIVITIES:

RESOURCES: Construction paper, sissors, crayons.

TEACHER:

- Display a T-shirt illustrating someone's hobby outside of work.
- Have students trace the shape of the T-shirt on paper, cut it out and print their name on the bottom.
- Students can draw pictures or designs to illustrate their hobby.
- Students share the shirts with the class and talk about their hobbies.
- After sharing, students will name one new hobby that interests them.
- Have students brainstorm ways to find out more about their new interest.

COUNSELOR: Arrange for a hobby fair at school. Have adults bring and display items from their hobbies.

PARENTS: Encourage students to pursue hobbies.

COMMUNITY: Identify community events that illustrate crafts, skills, hobbies.

EVALUATION:

- Students can name hobbies of friends.
- Students can illustrate an interest or hobby through the art activity.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.06 Develop hobbies and avocational interests.

GRADE: 4-5

OUTLINE: Students will brainstorm potential hobbies and interests.

STRATEGIES/ACTIVITIES:

RESOURCES: Six Post It Paper with different hobby listed at top of each; six magic markers

TEACHER:
- Define avocation and hobby. Ask for examples of each.
- Assign students to one of six groups by counting off. Give one member of each group a different color magic marker.
- One through Six Post It Pages are posted around the room
- Assign each group to brainstorm as many careers as possible associated with a hobby, in 3 minutes. **One** student will record answers.
- Student groups then move to the next Post It Page to add to the list of careers associated with the next hobby listed.
- Students are asked to "stretch" their imaginations as they move from hobby to hobby.
- The group with the most contributions wins (note colors of markers on each page).

COUNSELOR: Serve as a resource to the teacher.

PARENT: Have students ask parent if their jobs are related to their hobbies.

COMMUNITY: Have a school staff member share an interesting hobby with students.

EVALUATION: Students can relate at least three careers related to three hobbies.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.07 Balance work and leisure time.

GRADE: 3

OUTLINE: Through the humor of the Berenstain Bears, students will learn the lesson of excess.

STRATEGIES/ACTIVITIES:

RESOURCES: Video, The Berenstain Bears

TEACHER:

COUNSELOR:

- Send a note home ahead of time asking parents to help children list the things they do after school hours. On the day of the class, collect the lists.
- Arrange a consensogram of the things on the list (categorize).
- Plot a graph of the student time spent on each category after school.
- Let students deduce from the graph what gets more time.
- Discuss the place of school work in the graph.
- View the Berenstain Bears and Too Much Birthday. Discuss the concept of "excess".

PARENT: Schedule a time for students to complete homework and home responsibilities.

COMMUNITY:

EVALUATION:

- Students can identify their non-school activities
- Students can articulate the need to schedule time for work and play.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.07 Balance work and leisure time.

GRADE: 4

OUTLINE: Students will make a time schedule for important activities and a plan to accomplish them.

ACTIVITIES/STRATEGIES:

TEACHER: Model for students by following closely the quality agenda each day. The agenda can be broken down into small activities (snack time, P.E., etc.

COUNSELOR
- Explain that an important part of any job is scheduling time –knowing when to do what.
- Without scheduling or with spending too much time on one job, things often do not get completed.
- Have students list ten things they must do today.
- List beside each the time they will spend on the activity.
- Have students put in a third column the time they will do the activity. Check to see if there is enough time.
- Let students compare lists for similarities and differences.

PARENT: Schedule a time for students to complete homework and home responsibilities. Reward with leisure time when tasks are completed.

COMMUNITY:

EVALUATION: Students can list their activities on a schedule.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.08 Generate respect for individual uniqueness in the workplace.

GRADE: 4

OUTLINE: Students will develop awareness of how work can satisfy individual uniqueness in the workplace.

ACTIVITIES/STRATEGIES:

RESOURCES: magazines, scissors, construction paper, crayons

TEACHER:

- Open the discussion by asking students to describe the hobbies, interests, or activities they enjoy.
- Introduce the concept that many people work in jobs that relate to their individual interests and uniqueness. Ask students to think of some examples (vet – likes animals, auto mechanic – likes cars, etc.).
- Students then create a collage showing their interests, things that they are good at doing, etc.
- Students describe their collage to the class and give one example of a job that they might like to do.

COUNSELOR:

- Precede teacher lesson with session on self-concept development
- Offer self-esteem groups, friendship groups
- Model acceptance and tolerance

PARENT:

COMMUNITY: Invite a community member who is in a non-traditional role to discuss their career pathway. Note: Nontraditional Occupations are those in which women or men comprise 25% or less of total employment.

EVALUATION: Each student completes a collage and can identify unique aspects of several occupations of interest.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.09 Develop a positive attitude toward work and learning.

GRADE: 3-5

OUTLINE: Students develop an awareness of how work can satisfy personal needs through interviews and/or viewing career pathway videos.

ACTIVITIES/STRATEGIES: Enter Here Video Series includes 100 careers "at work". If no career videos are available, students can interview an adult.

TEACHER:

- Open discussion by showing students a video or several videos of people at work.
- Discuss the concept of job satisfaction.
- Ask students to make notes from the video that indicated job satisfaction.
- Discuss with students the different reasons people work.
- Each student selects an occupation from the videos viewed and completes an outline with headers such as:
  Job Title
  Description of Job
  Education/training required
  Salary/wages
  Advantages of the job
  Disadvantages of the job
  Personal Needs the job might satisfy
- Students share their findings.

COUNSELOR: Support teacher and class with resources.

PARENT: Talk to your child about the reasons you work, including personal fulfillment.

COMMUNITY: Have a community member talk to students about the different volunteer agencies available to citizens who "work" without pay, and reasons why people work.

EVALUATION: Students complete the job outline.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.10 Determine the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

GRADE: 5

OUTLINE: Students will understand the concept and importance of volunteerism in the community.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the concepts of charity, giving to the less fortunate, volunteering time and effort to worthy causes.
- Ask students if this is "work". Ask for examples from the class about community volunteer "work," and why it is important in times of crisis, etc.
- Class identifies various charitable organizations in the community and selects one to support with a canned food drive.
- Discuss the tasks that must be accomplished and how the project will be organized.
- Discuss the importance of team responsibility, dependability, punctuality, integrity and effort during the project.
- Teacher divides the class into work teams for various tasks identified (e.g. publicity, collection of canned goods, inventory control, etc.)
- The class will donate the food collected to the organization they selected.
- Reflect with students about the project.

COUNSELOR: Collaborate with teacher on the project.

PARENT: Discuss with your child the volunteer activities in which you participate.

COMMUNITY: The class successfully completes the project.

EVALUATION: Complete project. Students complete tasks related to project.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.01 compare personal skills, interests, and abilities with current career choices.

GRADE: K-3

OUTLINE: Students compare their interests and abilities to the world of work.

ACTIVITIES/STRATEGIES:

RESOURCES: Career-O-Rama Disk/computer or career pathways cluster list.

TEACHER/COUNSELOR:

- Share an example of a famous person's interests, aptitudes, and career; as well as your own interests. Relate to students your interests to your chosen career.
- Tell the class they are going to have an opportunity to begin relating their interests/aptitudes to careers.
- Students take the career inventory on Career-O-Rama disk. (if the disk is not available, have students list their interests and aptitudes and careers of interest to them that would use those interests and aptitudes).
- Students then explore the career clusters indicated by the interest inventory. (If disk is not available, they can look over the clusters and decide in which cluster each career they indicated will fit.)
- Students choose two or three careers that sound especially interesting to them in the clusters indentified.
- They can use the information from Career-O-Rama and/or the media center to write a report on one of the careers.

PARENTS: Discuss your child's interests and aptitudes and how those relate to your work.

COMMUNITY: Provide opportunities for students to observe people working such as shadowing, "Take Your Child to Work Day" (4th Thursday in April each year), etc.

EVALUATION: Students can compile information about chosen careers and make a booklet for review by other classes. Information from community members who are currently involved in these careers may be highlighted.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.02 Classify occupations.

GRADE: 3-4

OUTLINE: Students will identify different cluster of jobs.

ACTIVITIES/STRATEGIES:

RESOURCE: SOICC (State Occupational Information Coordinating Committee) video "Pathways"

TEACHER:

- Show video "Pathways" which explores different career clusters.
- Students choose a career and dress as that career.
- Students write a paragraph about why they would fit in this particular pathway.
- Students share paragraph with small group or whole class.
- Students can develop interview questions for a person working in a particular career pathway in small groups or whole class .

PARENTS: Share your interests and career pathway with your child. Include the education or skills needed to begin and continue that career.

COMMUNITY: Students can interview a worker using the interview questions. Share results with the class.

EVALUATION: Students' completed interview questions; presentations to class about careers explored.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.02 Classify occupations.

GRADE: 5

OUTLINE: Students will examine the concept of work and consider different ways of categorizing that concept.

ACTIVITIES/STRATEGIES:

TEACHER: The teacher will provide pictures of different things that people do as work or as volunteers. (Look for scouting, YMCA, hospital pictures of volunteers.) Parents may be willing to assist in the compiling of pictures to use.

- Students will describe what the people in the pictures are doing.
- Students will establish whether or not the activity is "work".
- Students will list reasons for their choice.
- Students will list work that people do at home (ie.wash dishes, laundry, fix cars, mow lawn) and analyze if that is "work" or not and why it is or is not "work".
- Students will list types of work they see people doing at home, in the school and in the community.
- Throughout the year, randomly ask students if what they observe people doing in and out of school is work.

COUNSELOR: Serve as a resource to the teacher about career development.

PARENTS: Lead discussions about examples of work at home, in the media and in the community.

COMMUNITY: Have students interview a person in the community about their work and report their findings to the class.

EVALUATION: Students are able to identify work in the home, school and community.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.03 Investigate research and information resources to obtain career information.

GRADE: 3

OUTLINE: Students will learn about career clusters by finding examples and by using information resources.

ACTIVTIES/STRATEGIES:

RESOURCES: Magazines, poster paper, paste or glue, scissors and markers.

TEACHER:

- Provide each group of five to six students with one magazine per student, a large piece of poster paper, glue, scissors and a marker.
- Select an occupational theme for each group and ask them to make a poster illustrating specific occupations within the chosen theme (for example, if the theme is "health careers", some of the occupations may be surgeon, nurse, lab technician, ambulance driver).
- Students complete collages or illustrations.
- Students will use information sources to write short descriptions of the education required for the jobs in this cluster.
- Display the posters and written descriptions.

COUNSELOR: Serve as resource to teacher.

PARENTS: Identify career clusters in community settings such as transportation, manufacturing, etc.

COMMUNITY: Provide site visits for students to examine work settings.

EVALUATION: Students' display posters can be rated.
•Written descriptions can be rated.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.03 Investigate research and information resources to obtain career information.

GRADE: 4

OUTLINE: Students will become aware of career clusters by finding examples within the school.

TEACHER:

- Tell students that running a school requires the contribution of many specialized functions on the part of many people. Often one person performs a variety of duties.
- Brainstorm with students what they observe about roles/functions by people in the school.
- Develop titles and job functions based on observations.
- Students develop interview questions for school workers.
- As a team of two, have students interview school workers about the different roles they perform.
- Develop categories from the lists and completed interviews. Emphasize that many times people do many job functions to get "work" completed.

PARENTS: Talk to your child about the different role functions in your job. Discuss the importance of sharing the work of running a home.

COMMUNITY: Have community workers share the idea of "cross" training of employees and why it is important in teamwork.

EVALUATION: Students' interviews, lists.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.04 Use the Internet to access career planning information.

GRADE: 5

OUTLINE: Students will create a board game based on career information they have compiled.

ACTIVITIES/STRATEGIES:

TEACHER:

- Explain to the class that they are going to make a class version of "Career Pursuits" that will be played like the Trivial Pursuits game. The difference is that they will design and answer the factual questions for each category.
- The teacher determines the categories appropriate for the grade level (examples are Activities, Rewards, Education Requirements, etc. or Social, Enterprising, Artistic, Realistic, etc.)
- Students use Internet sites to gather information related to careers, design questions and answers for the game, and then play Career Pursuits.
- Use the following sites to gather information:
  http://wings.ucdavis.edu/Book/index.html
  http://www.epa.gov/students
  http://www.cybertree.com/hunts.html
  http://www.myhero.com/home.asp
  http://www.nytimes.com/learning/geneeral/copyright.html
  http://www.ed.gov/index.html

COUNSELOR: Serve as a resource to teacher and students. Share Holland Codes information.

PARENTS: Provide questions and answers.

COMMUNITY:

EVALUATION: Students' participation in the game will provide evidence of what they have learned.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Describe how traditional and non-traditional occupations relate to career choice.

GRADE: 3

OUTLINE: Students discuss and explore occupations and become aware of nontraditional careers.

STRATEGIES/ACTIVITIES:

TEACHER: Display posters of careers showing women in occupations generally held by men and men in jobs generally held by women.

COUNSELOR: Prepare a list of careers to include: physician, nurse, lawyer, model, mail carrier, beautician, engineer, file clerk, mechanic, dressmaker, secretary, banker, construction worker, child care worker, police officer, telephone operator, pharmacist, flight attendant. Have students tell you when you read the list if it is a man's job or a woman's job. Read *The Berenstain Bears No Girls Allowed*. Ask students how sister would feel if she were told she could not be a doctor because she was a girl.

PARENT: Invite parents to class to talk about their career. Choose people who are not in traditional career roles.

COMMUNITY:

EVALUATION:
- Students can identify traditional and non-traditional occupations.
- Students can identify people in their community who are not in traditional roles.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Describe how traditional and non-traditional occupations relate to career choices.

GRADE: 4

OUTLINE: Students will examine their beliefs about gender roles and careers.

ACTIVITIES/STRATEGIES:

TEACHER:
- The teacher can provide a variety of resources that illustrate nontraditional career choices.
- The class can give examples of where and when they have observed these and others at work.
- Ask whether some jobs are closed to people because of their gender. As students express their beliefs about this, the teacher provides information to dispute those beliefs.
- Students will then be asked to find evidence of people who have entered the careers that appeared to be closed due to gender.

COUNSELOR: Serve as a resource to teacher. Provide bulletin board displaying workers in non-traditional careers.

PARENTS: Discuss with your child the changes in occupational opportunities for men and women. Highlight the history of their extended family members' careers.

COMMUNITY: Invite a human resource officer to discuss the concept of equal opportunity in careers.

EVALUATION: Students will report on the examples of people in non-traditional careers.

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING
CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Describe how traditional and non-traditional occupations relate to career choice.

GRADE: 5

OUTLINE: Students will become aware of occupations that are open to both males and females.

ACTIVITIES/STRATEGIES:

RESOURCE: Children's Dictionary of Occupational Titles

TEACHER:
- Display posters of careers of males and females in non-traditional careers.

COUNSELOR:
- On poster board list titles of career occupations:
  (Physician, pilot, nurse, lawyer, astronaut, model, mail carrier, beautician, engineer, computer programmer, secretary, banker, construction worker, child care worker, police officer, telephone operator, pharmacist, flight attendant.)
- Students use the Children's Dictionary of Occupational Titles to find skills needed for the jobs listed. (This can be done in teams).
- Students use stick-on dots to indicate jobs that traditionally were open only for male or only for female (blue for male, red for female).
- Discuss the concept of equal opportunity access to all careers.
- Have students find in the Dictionary of Occupational Titles two more careers once held only by men but now held by men and women; and two careers once held only by females but now held by both genders.

PARENTS: Invite parents to class to talk about their careers. Choose people not in traditional career roles.

COMMUNITY: Have students find and interview people in the community who are not in traditional career roles.

EVALUATION:
- Students can identify traditional and non-traditional occupations.
- Students can identify people in their community who work in non-traditional roles.

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING
CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.06 Manage a career portfolio

GRADE: 5

OUTLINE: Students illustrate their growth through a portfolio.

ACTIVITIES/STRATEGIES:

TEACHER:
As an introduction, have students complete the following sentences:

- Last year I couldn't______________________________.
- This year I can__________________________________.
- I am good at___________________________________.
- I am improving in________________________________.
- I want to learn more about__________________________.

Ask the students to design a personal portfolio with six sections. The portfolio should include lists, explanations and illustrations.
Section 1: Things I know well
Section 2: Things I do well
Section 3: Things I am learning about
Section 4: My best character traits
Section 5: My best working habits
Section 6: What career I want

COUNSELOR: Serves as a resource to teacher and students.

PARENTS: Assist students in identifying materials to include in the portfolio.

COMMUNITY: Invite community workers to "interview" students based on the contents of their portfolio.

EVALUATION: The contents of the portfolio will provide evidence of growth.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.01 Compare the relationship between educational achievement and career success.

GRADE: 3

OUTLINE: Students will predict in their classroom ways that they might use reading and math at home.

ACTIVITIES/STRATEGIES:

TEACHER:

- Students will be asked to list three ways that someone uses reading and math to complete a chore at home. (note: if there are families in which illiteracy is suspected, children can easily be partnered or teamed to create a list from tasks they have seen on television and/or home).
- Students report back to the class in sharing time, places where they found reading or math being used at home.
- Alternative: Have students watch a (taped) children's news program and analyze what everyday subject areas are found in the program's headlines.

COUNSELOR: Serve as resource to teacher.

PARENTS: Assist student with list.

COMMUNITY: Invite a community business partner to discuss ways employees use math and reading every day.

EVALUATION: Students can name tasks in the home that require math and reading.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.01 Appraise the relationship between educational achievement and career success.

GRADE: 5

OUTLINE: Students will be exposed to training necessary to obtain different jobs.

ACTIVITIES/STRATEGIES:

RESOURCE: Career Cards

TEACHER:

- Split the class into two teams.
- Present career cards with picture or name of career to the students.
- Have the students, based on prior knowledge, decide what educational credential would be the minimum required in order to begin that particular job. 1. High School diploma, 2. Community College or Associates Degree, 3. Four Year College Degree, 4. Master's degree, 5. On the Job Training, 6. Other (i.e. medical school)
- Discuss the different levels of educational training with students.
- The students will decide as a team and the team with the correct response earns points.
- Discuss with students where and how people acquire skills to do a job. Use the careers that they have identified as the foundation for the discussion.
- Other questions for discussion might include:
  How does having an educational credential prove that a person can do a specific job?
  Do you know if there are any community colleges in our area? Where are the closest colleges to our area?
  Do you know anyone who goes to these schools?
  What do you think would be hard about on-the-job training?

COUNSELOR: Serve as resource to teacher.

PARENTS: Assist student with list.

COMMUNITY: Invite a community college admissions representative or college admissions representative to talk to students about everyday college life.

EVALUATION: Students can name local colleges, training programs.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.02 Appraise the importance of equal access to careers.

GRADE: 4

OUTLINE: Students will become aware of equal access to careers through literature .

ACTIVITIES/STRATEGIES:

TEACHER:

- Incorporate the following children's books which illustrate occupational role models. Have students read and demonstrate awareness of different occupations and male and female access to those occupations.

Bauer, C. f. (1981) *My Mom Travels a Lot*. New York: Frederick Warne. A child reports on the good and bad points of her mother's work.
Burton, V. L. (1967) *Katy and the Big Snow*. Boston: Houghton Mifflin. Katy is a tractor who is strong enough to plow out an entrie snowed-in city.
Eichler, M. (1971) *Martin's Father*. Chapel Hill, N.C.: Lollipop Power. A simple story of a nurturing father who performs all of the housekeeping tasks.
Foote, P. (1980) *Girls can be anything they want*. New York: Julian Messner. The true stories of women in nontraditional careers.
Hughes, S. (1977) *George the Babysitter*. Englewood Cliffs, NJ: Prentice Hall. George babysits for three children while their mother is working.
Mendoza , G. (1981) *Need a House, Call Ms. Mouse!* New York: Grossett & Dunlap. Henrietta is a world famous decorator, artist, dsigner, builder and creator. She designs homes for a cat, a squirrel, a trout, a mole, and a worm.
Revin, S. (1971) *Hurrah for Captain Jane*. New York: Parents Magazine Press. While in the bathtub, Jane dreams about being a captain of an ocean liner.
Williams, J. (1973) *Petronella*. New York: Parents Magazine Press. A smart princess rescues a prince.
Wolde, G. (1972) *Tommy Goes to the Doctor*. Boston, MA: Houghton Mifflin. Tommy treats his teddy bear just like the doctor treated him

COUNSELOR: Serve as a resource to teachers for obtaining literature and research related to gender equity.

PARENTS: Discuss with your child your recollection of male/female roles in jobs.

COMMUNITY: Invite community workers in non-traditional careers to discuss their career paths.

EVALUATION: Students can demonstrate awareness from book(s) read.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.03 Use conflict management skills with peers and adults.

GRADE: 5

OUTLINE: Students will use role playing to become aware of conflict management techniques.

ACTIVITIES/STRATEGIES:

TEACHER: Use conflict resolution in daily activities.

COUNSELOR:

- Open Chair Role Play – Introduce a hypothetical person to the class by labeling an empty chair with the name of someone whose characteristics are similar to those of many of the class members. For example, a sheet of paper with the name "Tracy" is taped to the chair while the group leader says, "Here is Tracy, a 9 year old student much like many of you".
- List on the board some of the concerns Tracy may face this year as generated by the class. Develop an idea for a role play based on the concerns. (Example: if the concern is "telling a friend she wants to stop their friendship" the topic would be friends and two characters would be needed to complete the role play, Tracy and a friend)
- The procedure for role playing consists of labeling two chairs Tracy and Friend. (a piece of paper with the name written on it is taped to each chair).
- The chairs remain empty, and two role players sit on the floor beside each of the empty chairs or in two other chairs placed immediately behind each of the empty chairs.
- The students role play each of the two characters by saying whatever they think would be appropriate. Students should take turns role playing both parts. They do not need to jointly plan what will be said, nor do they need to agree on what type of role they are playing.
- Students in the class may give suggestions after each role play that will assist the students in reaching a solution for the concern that is appropriate.

PARENTS: Consult with parents regarding counseling and referral sources available.

COMMUNITY: Invite community workers to discuss the importance of conflict resolution skills in the workplace.

EVALUATION: Students understand that conflict is natural and can articulate ways to manage conflict.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.04 Work cooperatively with others as a team member.

GRADE: 3-4

OUTLINE: Students will demonstrate cooperative harmony through music.

ACTIVITIES/STRATEGIES:

RESOURCES: various music instruments – cymbals, bells, tambourine, castanets, etc.

TEACHER:

- Students are given their choice of an instrument
- Students are asked to use their instrument to make a sound all together. (Teacher can tape record this racket!)
- Students are divided into smaller groups and given rhythms to play with their instruments.
- At the signal from the music teacher, each group is directed to play their instrument. This will produce, if not music, something far more pleasant than racket. (Teacher should tape record this session also.)
- Ask students to compare the differences in the sounds.
- Ask student to determine what caused the change in the sound of music. (cooperation) (teamwork)

COUNSELOR: Provide small group counseling techniques to students needing additional assistance with cooperation.

PARENTS: Give opportunities for students to work cooperatively on family projects to accomplish tasks.

COMMUNITY: Invite a community member to discuss the importance of team work on a specific community project.

EVALUATION: Students can demonstrate teamwork on projects.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.04 Work cooperatively with others as a team member.

GRADE: 5

OUTLINE: Students will demonstrate teamwork.

ACTIVITIES/STRATEGIES:

RESOURCES: construction paper, crayons, scissors, glue, pens/pencils.

TEACHER:

- Begin with the discussion: Some factories use division of labor (assembly line) to manufacture products. The car industry is an example. Each worker assembles a different piece to the product and the product is passed on. When the product is finished, someone inspects it for completeness.
- Divide the class into two or three teams. (Each team will do the same thing.)
- Assign each person a different task in making a pen pal card:
  - I. Fold construction paper in half.
  - II. Color 4 daisy flowers yellow
  - III. Color 4 stems green
  - IV. Cut out flowers
  - V. Glue flowers on outside of card
  - VI. Write a message on inside of card, example: Happy Spring.
  - VII. Sign card, example: your pen pal
  - VIII. On back of card write "Made in USA"
- The inspector inspects all cards and returns "faulty" ones to the group to be corrected or remade.
- Send cards to pen pals.

COUNSELOR: Provide small group counseling techniques to students needing additional assistance with cooperation.

PARENTS: Give opportunities for students to work cooperatively on family projects to accomplish tasks.

COMMUNITY: Invite a community member to discuss the importance of team work on a specific community project.

EVALUATION: Students can demonstrate teamwork on projects.

ELEMENTARY PERSONAL/SOCIAL DEVELOPMENT

Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.
Competency Areas
- Acquire Self-Knowledge
- Acquire Interpersonal Skills

Make decisions, set goals, and take appropriate action to achieve goals.
Competency Areas
- Self-Knowledge Applications

Understand safety and survival skills.
Competency Areas
- Acquire Personal Safety Skills

Key Connections:
Character Education, Senate Bill 1139, 1996

Service Learning: A Goals 2000 initiative of the National Governor's Association

SCANS Foundation Skills: Personal Qualities: *individual responsibility, self-esteem, sociability, self-management, and integrity*

SCANS Functional Skills: Interpersonal skills: *working on teams, teaching others, serving customers, leading, negotiating, and working with people from culturally diverse backgrounds*

NC Education Standards and Accountability Commission Competencies: *communication, problem-solving, teamwork*

Safe Schools Act: Ensures a plan of safety within the School Improvement Plan.

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BENCHMARKS

Competency Area: __Academic ___Career __Personal/Social

Establish a ***benchmark*** for a specific student objective. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

Competency:

Student Objective:	Benchmark:End of Grade 2	Benchmark:End of Grade 3	Benchmark:End of 5

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.01 Develop a positive attitude toward self as a unique and worthy person.

GRADE: 2-3

OUTLINE: Provide students with an opportunity through play to express individual characteristics and personality traits through play.

ACTIVITIES/STRATEGIES:

RESOURCE: Adapted from Worzbyt and O'Rourke, *Elementary School Counseling* (Self-Concept Development Activity No. 21)
Materials needed: Large pieces of construction paper, crayons, markers, paste, jar, old magazines, scissors, glitter, etc.

TEACHER/COUNSELOR:
"ME" Shirt

1. Discuss T-Shirts. They usually have a picture or some type of special decoration on them. Provide a few minutes for the children to tell the class about their favorite T-Shirt.
2. Explain to the students that they are going to make a "me" shirt to tell the class about themselves. Some of the things they may want to draw on their "me" shirt include:
    1. family members
    2. pets
    3. A favorite place to visit, and/or
    4. Favorite food, sport, color, TV show, etc.
1. Give each child a large piece of construction paper and instruct them to draw a large T-shirt on the paper and cut it out.
2. Provide ample time for students to complete the decorations on their "me" shirt to show things about themselves.
3. Display the "me" shirt on a classroom clothesline.

PARENT: Support your child's positive growth and development. Display school work.

COMMUNITY: Invite a Chamber of Commerce employee to share logos about the community that promote positive images of the students' community.

EVALUATION: Students can express positive statements about self.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.01 Develop a positive attitude toward self as a unique and worthy person.

GRADE: 3

OUTLINE: Provide children with an opportunity through play to express individual characteristics and personality traits.

ACTIVITIES/STRATEGIES: Adapted from Worzbyt and O'Rourke, *Elementary School Counseling*

TEACHER/COUNSELOR:
Name Game:
1. Instruct children to make a large seasonal object from construction paper. (pumpkin, tree, flower, heart, shamrock, etc.)
2. Have each child spell his/her name vertically down the left side of the paper.
3. Have each child write a word or short phrase beginning with that letter to describe him/herself.
   Examples:
   L istens carefully
   E asy to get along with
   S ays nice things to people
   L ikeable
   I intelligent
   E ager to get good grades
   C heerful and friendly
   A rtistic
   R eady to work
   O ften shares pencils
   L ikes to play kickball
4. Provide time for the children to share their name characteristics with the class.
5. Utilize the project to make an attractive bulletin board.

PARENT: Display child's work; support student's positive statements about self.

COMMUNITY: Provide display space in children's section of public library, a restaurant, etc.

EVALUATION: Student can list positive characteristics about self .

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.02 Communicate the goal setting process.

GRADE: 5

OUTLINE: Provide an opportunity for students to express their dreams, goals, and aspirations for the future.

ACTIVITIES/STRATEGIES:

RESOURCES: Construction paper circles 12 inches in diameter, markers, and crayons.

TEACHER/COUNSELOR:

1. Discuss crystal balls and their use; that future tellers might use one to predict the future.
2. Ask the children to think about their futures. What might you be doing 5 years from now, 10 years from now? 20 years from now?
3. Provide a large paper circle for each student and instruct them to divide with lines the circle into three parts. Label one section 5 years, one section 10 years, and one section 20 years.
4. Have students draw a picture or write words to tell what he/she might be doing during each time period in his/her life.
5. Remind students to think of current interests and strengths and how they might be predictors of their futures.
6. Have students make a construction paper base for their crystal ball and place it on the bulletin board under a caption such as "What is in your future?"

PARENTS: Talk to your child about current interests. Discuss plans for the future such as "when you are a little older..." . Display confidence in your child's abilities and futures.

COMMUNITY: Promote positive adult role models through mentoring programs, career shadowing.

EVALUATION: Students will be able to choose one of the three sections and talk briefly about it.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.03 Manage feelings.

GRADE: K-2

OUTLINE: Students will express their feelings as related to an experience.

ACTIVITIES/STRATEGIES:

RESOURCES: 4 pumpkins, with feeling faces drawn on them with stickers or markers.
Music tape or CD player for music.

TEACHER:

1. Label four pumpkins with feeling faces
2. Pass them around with a music background.
3. When the music stops, the child who gets the pumpkin will share something they have experienced that make them feel the same as the feeling on the pumpkin. Let students express similar feelings they have experienced. Make the point that it is normal to feel anger or sadness at times. Let students know how they can set up an appointment to see a counselor, either individually or in a group.

Ask:

- What kinds of feelings are easiest for you to express?
- Are some feelings more difficult to talk about?
- Do you experience certain kinds of feelings more often than others?

COUNSELOR: Lead small group sessions when appropriate. Take referrals of students who are having difficulty in this area.

PARENT: Seek help when appropriate. Know signs of stress in your child. Listen to your child.

COMMUNICATION: Make available information about community support programs for students and families.

EVALUATION: Students can express feelings. Students know how to get help from a counselor.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.04 Understand change as a part of growth.

GRADE: 2

OUTLINE: Students can identify different feelings from reading about characters in a story.

ACTIVITIES/STRATEGIES:

RESOURCE: Book--*It's Not Easy Being a Bunny*, by M Sadler, or similar story.

TEACHER:
Activity
- Read the book **It's Not Easy Being a Bunny**.
- Discuss with the children how the bunny felt before he left home. Progress through the story.
- Discuss the different emotions and feelings he encountered with each new animal, and the feelings expressed as he shed each life style, eventually returning to the only true choice of being a bunny.
- Have students model different scenarios of expressing likes and dislikes appropriate and inappropriate outcomes.

COUNSELOR: Conduct information sessions with teachers about developmentally appropriate behavior in children.

PARENT:

COMMUNITY:

EVALUATION: Students can verbalize different feelings.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.05 Differentiate personal boundaries, rights, and privacy needs.

GRADE: K-2

OUTLINE: Students will participate in a body rights curriculum.

STRATEGIES/ACTIVITIES:

TEACHER: Show respect for rights and privacy needs of students by teaching proper line up, keep hands feet and other objects to yourself, etc.

COUNSELOR: *DUSO-Body Rights* by American Guidance Services. Follow the outline in the manual presented with the kit. The kit is a good and very inexpensive resource for teaching good and bad touch, privacy rights, and seeking assistance.
As an alternative use the book *My Body Belongs to Me* by Kristin Baird. Read the book to the class and discuss sections pertaining to good and bad touch, privacy, and seeking help.

PARENT:

- Discuss personal rights with child.
- Provide information on health and safety to parents . Resource www.naesp.org "What's new".

COMMUNITY: Provide "Child Safe" locations.

EVALUATION:

- Students can recognize the differences in good and bad touch.
- Students can properly express their right to privacy.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.05 Differentiate personal boundaries, rights, and privacy needs.

GRADE: 3-5

OUTLINE: Students will see how to stand up to bullies.

STRATEGIES/ACTIVITIES:

TEACHER: Show respect for rights and privacy needs of students by teaching proper line up; keep hands, feet and other objects to yourself, etc.

COUNSELOR: Ask students to define a bully. Let students share when they were bullied without using the bullies' name. Ask each one how they handled the situation. Encourage alternatives by asking what else could he/she have done. View "Bully For Jody," episode 124 from Puzzle Place. Discussion : 1) What does Jody decide to do? 2) What else could he do? 3) What would you have done?

PARENT: Emphasize your own privacy rights when your children intrude.

COMMUNITY:

EVALUATION: Students can verbalize their need for privacy and control when rights are invaded.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.06 Establish self-control.

GRADE: K-2

OUTLINE: Students will hear a story about self-control and how to show it.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: *Lessons for Living- Self -Control* from The Watchkin Adventures by Scholastic.

Show students the word self-control. Pronounce it together and ask when they have heard it used. Come to a definition together. Ask: 1) How do you show self-control at home? At school? On the playground? Show the picture of Gus the Goat. Ask students what Gus is doing. Read the story of Gus from the back of the card. View the two minute clip from the video **Self-control**. Listen to the song **Self-control** on the tape. Give the students a paper with a picture of a goat and a plate in front of him. Draw what Gus would eat for breakfast since he has learned self-control.

PARENT:

COMMUNITY:

EVALUATION:
- Students can tell what self-control is.
- Students can tell how to show self-control at school, home, and on the playground.

CURRICULUM: SCHOOL COUNSELING -
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.06 Establish self-control.

GRADE: 3-5

OUTLINE: Students will hear a story about self-control and how to show it.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: Present situations to students. 1. On their way to lunch, two students start arguing about who should be first in line. 2. Carla and Jamie **had been** best friends. One day Jamie started playing with another girl and Carla felt left out. Carla became angry and started a fight with the other girl. 3. Allison's sister kept wearing her clothes without asking her. This time, she took one of Allison's favorite shirts and accidentally ripped it. Ask what do you do? What could you do differently? Read *The Lean Mean Machine* by Joy Berry. Discuss the consequences of not controlling yourself.

PARENT: Give your child opportunities to express feelings.

COMMUNITY:

EVALUATION: Students can list feelings related to the activity

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.07 Demonstrate cooperative behavior in groups

GRADE: 3-5

OUTLINE: To help children become more aware of how each member of the class makes an important contribution to the group.
Materials Needed: One 12" x 12" piece of cloth for every member of the class, permanent markers.

STRATEGIES/ACTIVITIES:

RESOURCE:
Elementary School Counseling
Worzbyt, Ed. D & O'Rourke, Ed. D.
Class Quilt
(Social Development Activity No. 4)

TEACHER:
- I. Explain how quilts are made-that each piece of material in the quilt has been sewn on in a special way to provide a pattern. In the past, quilts were made from scraps of old material-each piece often had a personal meaning to a family member.
- II. Tell children that each of them is going to be asked to prepare a block of the class quilt. They can draw anything they want on the block but must put their name or initials somewhere on their square.
- III. When the squares are all completed, have them sewn together to make the class quilt. (Be sure to emphasize the importance of each person's contribution.) To assist the children in making connections, pose a question such as "What would happen if Johnny didn't make a block?"
- IV. As teacher or counselor, make a block for illustration.
- V. Place the quilt on display so that parents, visitors, and others in the school may see it.

COUNSELOR: Assist with the activity.

COMMUNITY: Display the quilt in a public place.

EVALUATION: The children need to make the connection that each person was an important contributor to the completion of the "class quilt."

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.08 Conclude that everyone has rights and responsibilities.

GRADE: 2-3

OUTLINE: Teach about rights and responsibility. Teach the Stop-Think-Practice technique and monitor behavior.

STRATEGIES/ACTIVITIES:

TEACHER: Establish classroom rules and consequences with built in rewards for good behavior.

COUNSELOR: Introduce the initials S.T.P. Talk to children about what it stands for. Stop. Think. Practice good behavior. Learn the following poem to a rap rhythm.
Following school rules is a good thing to do,
So listen to me and use your S.T.P.
Stop
Think
Practice Good behavior.
Stop
Think
Practice Good Behavior.

Give the students construction paper to make a good behavior book. Leave on the child's desk for two weeks. Emphasize the responsibility to get good marks in the book each day for practicing S.T.P. After the two weeks, have the principal recognize over the intercom students earning at least 8 of 10 good behavior days.
Follow the lesson with viewing the video *The Value of Responsibility* from the Kid-a-Littles series by N.I.M.C.O.

PARENT: Arrange ahead of time for the parent to assign a privilege if their child brings home a book with 8 of 10 days of good behavior. Teach parents the importance of children earning rights by being responsible.

COMMUNITY:

EVALUATION: Students can be responsible for their behavior by earning 8 good behavior days.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.09 Consider individual differences.

GRADE: K-2

OUTLINE: Students will talk about differences, hear a story, and verbalize differences.

STRATEGIES/ACTIVITIES:

TEACHER: Point out daily the differences that make all your pupils unique.

COUNSELOR: Have three students stand in front of the class. Ask the class to tell one thing that is alike in each and one thing that is different in each. Read *Pudge Swims Alone* from the DUSO storybook. Review the story by asking 1) Why does Pudge always swim alone? 2) What did DUSO want Pudge to do? Discuss the feelings and behaviors in the story. 1) Why did Pudge think he couldn't be friends with Carrie? Rudy? Sophie? 2) Why didn't he like fish who were different from him? 3) What did he mean he was embarassed to be seen with fish that were different from him? 4) How did each of Carrie, Rudy and Sophie feel when he told them the reason he could not be their friend? 5) Has this ever happened to you? Activity: Have students paired and give them a hand mirror. Examine themselves in the mirror. Look at their partner. Tell how they are alike and different. Let them name three positive aspects about each other.

PARENT:

COMMUNITY:

EVALUATION:

- Students can verbalize likeness and difference in people.
- Students can verbalize how it feels to be rejected because of difference.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.09 Consider individual differences.

GRADE: 3-5

OUTLINE: Students will participate in observation and acceptance that all persons have likeness and difference.

STRATEGIES/ACTIVITIES:

TEACHER: Point out daily the differences that make all your pupils unique. Establish a positive, accepting tone.

COUNSELOR: Choose six individuals with differences in appearance to stand up in front of the group. Instruct the others to observe each person carefully for one minute without speaking. During this observation, ask them to jot down on a piece of paper any differences they observe. Next give them another minute to observe likenesses. Discuss each of these observations with the entire group. Chart them on chart paper. Discuss these in terms of the ways they affect our acceptance of each other and our getting along. 1) How important are these differences? 2) Do these differences change our relationships? 3) Is it necessary to have likenesses to form relationships?

PARENT:

COMMUNITY: Celebrate and advocate for multi-cultural events.

EVALUATION:

- Students can verbalize likeness and difference in people.
- Students can verbalize how it feels to be rejected because of difference.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.10 Consider ethnic and cultural diversity.

GRADE: K-5

OUTLINE: Students will hear a story of diversity and relate differences in cultures.

STRATEGIES/ACTIVITIES:

TEACHER: With your children go through the social studies textbook. Looking at the pictures have students list the ways the people in the pictures are diverse. Read *Why Are People Different* by B. Hazen. Talk about the ways children know of people being different. Similar stories with diversity themes can be used as well.

COUNSELOR: Read *Elijah's Angel* to the class. Discuss the story in relation to the differences in Michael and Elijah (cultural, generational, religious).

PARENT: Expose children to a diversity of people.

COMMUNITY: Invite community members representing different cultures into your school.

EVALUATION:
- Students can name some diverse national origins.
- Students can describe how people are different in language, coloration, etc.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.11 Consider different kinds of families.

GRADE: 3-5

OUTLINE: Students will participate in observation and acceptance that all persons have likenesses and differences.

STRATEGIES/ACTIVITIES:

TEACHER: Choose six individuals with differences in appearances to stand up in front of the group. Instruct the others to observe each person carefully for one minute without speaking. During this observation, ask them to jot down on a piece of paper any differences they observe. Next give them another minute to observe likenesses. Discuss each of these observations with the entire group. Chart them on chart paper. Discuss these in terms of the ways they affect our acceptance of each other and our getting along

1) How important are these differences?
2) Do these differences change our relationships?
3) Is it necessary to have likenesses to form relationships?

How are families alike and different? What makes a family a family?

COUNSELOR: Point out daily the differences that make all your pupils unique.

PARENT: Help children understand how family members are alike and different.

COMMUNITY:

EVALUATION:

- Students can verbalize likeness and difference in people.
- Students can verbalize how it feels to be rejected because of difference.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.12 Demonstrate how to communicate.

GRADE: 5

OUTLINE: Through observation and discussion students will learn about communication.

STRATEGIES/ACTIVITIES:

TEACHER: Establish rules of communication in class. For example, one person speaks. When someone is speaking your job is to listen.

COUNSELOR: Begin the class by asking: 1) What are some ways of communicating your thoughts and feelings to others? 2) How can communication in our class be improved. Break the class into groups of 7 or 8. Give a ball of string to one in the group. Only the person holding the ball of string can speak. Others must listen while the person speaks. Hold the end of the string and pass the ball to another person who then must tell the group a synopsis of what was previously said. This person then speaks. Hold the string and pass the ball. This pattern continues. Observe who holds the most string and who does not hold string. Comment on the importance of including everyone in conversation for effective communication to take place.

PARENT: Establish a time for family meetings.

COMMUNITY: Use the newspaper as a teaching tool for communications within the community.

EVALUATION: Students can determine that communicating involves speaking, listening, and non-verbal behavior.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.13 Conclude that communication involves speaking, listening, and nonverbal behavior.

GRADE: 4

OUTLINE: Students practice non-verbal behavior to develop awareness of effective communication.

STRATEGIES/ACTIVITIES:

TEACHER: Follow the language arts standard course of study which teaches speaking, listening, and nonverbal behavior as communication.

COUNSELOR: Introduction: We know that people communicate with words. But do you know that our bodies speak a language too? Without using words show: (assign all students to non-verbally demonstrate a word) stop, yes, wait, go away, listen, no, fear, who cares, look, anger, sadness, I don't know, excitement, happiness, confusion, come here. After everyone has nonverbally shown the above, ask: 1) What are the body language clues that your classmates used to communicate with you? 2) How did you receive the communication? Bring cartoons showing different body language to class . Cut off the dialogue and have students tell stories based on the pictures. Next discuss the difference in listening and speaking. Seek ideas on the importance of listening. Share ideas for good listening – eyes on the speaker, feet on the floor, hands still, mouth closed. Read a prepared description. Have the students draw what you read. Discuss how they could have done better. (A good piece to read is the anonymous poem *Willie McGurgle*).

PARENT: Hold family meetings and establish rules of communication.

COMMUNITY: Invite someone who is hearing impaired to teach sign language to the class.

EVALUATION:
- Students know the importance of listening.
- Students can make up a story based on pictures they see.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

OBJECTIVE: 007.14 Demonstrate how to make and keep friends.

GRADE:4-5

OUTLINE: Through activities and discussion students will identify qualities of friendship.

STRATEGIES/ACTIVITIES:

TEACHER: Be consistent in encouraging behavior which fosters friendship.

COUNSELOR: People choose friends for different reasons. They may want to associate with a particular group, like the way they dress, or enjoy the same things. Question students about what a person's qualities on the inside might be. Ask students to define friend. List what the students think a friend means. Let the students choose the most important one on the list and explain why. Let the students answer – "If you could create a friend, what would the friend be like? Then ask the students each of these questions: 1) Who is one of your friends? 2) What do you like to do together? 3) What do you look for in a friend? 4) How do you make friends? 5) If a new student came to your class and you wanted to be friends, what could you do?

PARENT: Talk to your children about your friends, how you met them, and one or two ways you maintain a freindship.

COMMUNITY: Students can form new friends with someone by visits to places like the senior center.

EVALUATION: Students will make one new friendship during the year.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 8.00 Students will make decisions, set goals, and take necessary action to achieve goals.

OBJECTIVE: 008.01 Employ a decision-making and a problem-solving model.

GRADE: K 3-5

OUTLINE: Give slip with a problem situation and let students go through the problem solving steps to predict the best choice. (Students can do this individually, in pairs, in small groups, or as a class.) Use situations students have recently experienced

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR:
Activity
Teach problem solving steps
- a. What is the problem?
- b. What are my choices?
- c. What might be the consequence of each choice (predict)?
- d. Choose the best choice by asking
  - 1. Is it safe? 2. Is it fair? 3. How will people feel? 4. Will it work?
- e. Make your best choice.
- f. Did it work?

Extension: Teacher can create a "Problem of the Week" and encourage students to figure out different ways to solve the problem and then discuss and vote on the best solution. This activity could be varied by using individuals, small groups or class in different weeks.
Closure: Students should share in a large group the reasoning behind the choices they made.

PARENT:

COMMUNITY:

EVALUATION: Students can use a decision making model

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take necessary action to achieve goals.

OBJECTIVE: 008.02 Critique consequences of decisions and choices

GRADE: K-2

OUTLINE: Students will learn about consequences through literature and artwork.

STRATEGIES/ACTIVITIES:

TEACHER:
Activity
Materials: Book Ward, Cindy (1997). *Cookie's Week*. Paper Star; ISBN: 069114353; stuffed cat; white construction paper; binding tape and clamps; markers and crayons
Procedure:
Introduction of the book:
Explain what a consequence is by talking about the consequences in the classroom. Ask the students what they do at home or in school that results in a consequence. Introduce Cookie the cat and explain that his week contains many consequences. Refer to the calendar and have the students say aloud the days of the week while the teacher points to them on the calendar. Read the book.
Concluding Activity: Each student will make a page of the class book. To do this, each student will draw a picture of what he/she predicts Cookie will do on Sunday and another picture of what the consequence would be. Each child will write sentences explaining the pictures either by using invented spelling or by having the teacher dictate. After the teacher binds the book, each student will share his/her page with the class during circle time.

COUNSELOR:

PARENT:

COMMUNITY:

EVALUATION: Students are aware of the concept of consequences.

LESSONS

CURRICULUM:	SCHOOL COUNSELING
AREA:	PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take necessary action to achieve goals.

OBJECTIVE: 008.03 Debate alternative solutions to a problems.

GRADE: 3

OUTLINE: Students develop critical thinking skills and recognize that there are many solutions to a situation or many ways of doing the same thing.

STRATEGIES/ACTIVITIES:

TEACHER: Source: *Helping Children Cope with Fears and Stress* by Robinson, Fey, Vogel.

Activities/strategies

1.Explain to the students that there are many ways of doing the same thing. In this activity, you would like them to suggest as many solutions to a situation as possible within the time limit set. Tell them that thinking of as many things as possible in certain period of time is called "Brainstorming."

2.Allow about 3-4 minutes for each topic. Select two or three topics from the suggestions below. (The remaining topics may be used for a second lesson on brainstorming or later as readiness exercises for a second lesson on brainstorming or later as readiness exercises for other problem-solving activities

3.The rules for brainstorming are quite simple: Students are to suggest (in an orderly fashion) as many solutions to the problem as they can come up with during the time set aside for suggestions. During the suggestions phase, students may not comment on the quality or feasibility of the solutions. The goal is to get as many ideas out as possible. Record the solutions suggested on a board or chart. Model an accepting attitude and resist any effort on the part of students to "put down" someone else's ideas. Comment on the number of ideas and creativity shown by the students.

Suggested topics for Brainstorming:

a. How can you make friends with a new person at school?
b. How can you help your teacher?
c. What can you do to entertain your self if you are home alone?
d. How can you decide who will be first in a game?
e. How can you show your mother or father you love him/her?
f. What can you do during a frightening thunderstorm?

COUNSELOR: Assist with activity. Counsel with students under stress.

PARENT: Involve your child in recreational activities to build confidence.

COMMUNITY: Refer community involvement activities to students.

EVALUATION: Students can name at least two coping strategies when faced with a stressful situation.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take necessary action to achieve goals.

OBJECTIVE: 008.04 Develop effective coping skills for dealing with problems.

GRADE: 4-5

OUTLINE: Through the use of Biographies, students will identify effective coping skills that can be used in problem-solving.

STRATEGIES/ACTIVITIES:

TEACHER:
Activity:
- Students will be introduced to the subject of biographies. Students will check out a biography from the school library and read it.
- Students will report to the class some of the difficulties the subject of the book had to overcome and what aspects of that person's personality and abilities were involved.
- Students will explain how reading about that person's success made the student feel.
- Students will create a classroom collage of symbols that will encourage the student to "hang in there" when the going gets tough.

Extension
- Students will write a story or begin a journal chronicling some of their personal difficulties and coping strategies. Later in the year some of these might be transposed into "fictional" stories of success.

Closure: What barrier or difficulty do think would be extremely difficult for a person to overcome?

COUNSELOR: Provide resources to teacher.

PARENT: Be a listener to your child.

COMMUNITY: Invite speakers to discuss challenges in their lives and how they met those challenges.

EVALUATION: Students can name several helpful coping strategies useful in stressful situations.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 8.00 Students will make decisions, set goals, and take necessary action to achieve goals.

OBJECTIVE: 008.05 Apply conflict resolution skills.

GRADE: 3-4

OUTLINE: Students learn that telling others how you feel, calm discussion, and good listening skills are the first steps towards conflict resolution through this award winning educational video for K-3rd. This lesson encourages students to think of different ways in which they may solve their problems. The traditional "My father can beat up your father" or "I'll see you in court" are old-fashioned approaches to problem solving.

STRATEGIES/ACTIVITIES:

RESOURCES: Video available from J. Gary Mitchell Film Company at www.empowerkids.com
Tell 'Em How You Feel
An Askeric Lesson Plan

TEACHER:

- Ask students to read the story to their group and identify the problem.
- Ask students to identify possible options for resolving the problem. List negative and positive options.
- Next, have the class identify the consequence (positive or negative) for the specific option.
- List the consequences with the corresponding option number.
- Review and discuss information.
- Ask students to decide which options and corresponding consequences are best.
- Have students write their group decision at the top of the mountain.
- Ask students to share their story with the class.
- Discuss problems and decisions. Discuss how decisions were made and why it solves the problem.

Continued

COMPETENCY 8.00 Students will make decisions, set goals, and take necessary action to achieve goals.

OBJECTIVE: 008.05 Apply conflict resolution skills.

GRADE: 3-4

Continued

1.Catherine is not doing very well in her English class. Whether she passes or not depends on her final written project. Even though she has always tried hard, she hasn't been able to get very good grades. She finds the paper that her brother did on the topic three years ago and this paper received an "A".

2.The children in Mrs. Dunn's sixth grade class were having a special treat. A collector of Indian artifacts was visiting and he brought with him some Indian weapons, clothing and beads. He was going to teach the children some Indian words and songs. But before he could start his program, Mrs. Dunn had to take him down to meet the principal. The collector asked that no one touch his belongings, and he put a student, Jane in charge, saying that if anyone touched his things, he would call off his visit. Shortly after Mrs. Dunn and the collector left, a few children couldn't resist touching the clothing and trying on some of the beads. When the collector and Mrs. Dunn returned, Jane did not know what to do.

3.Mike brought a walkman radio to school that he had just received as a birthday gift the night before. All of his friends wanted to have a turn playing the walkman. When it was James' turn, he accidentally broke off one of the knobs. Mike saw this happen and got really mad at James.

COUNSELOR:

PARENT: Model appropriate conflict resolution methods.

COMMUNITY:

EVALUATION: Students can identify alternative ways of settling conflict.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival skills.

OBJECTIVE: 009.01 Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact).

GRADE: K-2

OUTLINE: Students through practice will learn important emergency information.

STRATEGIES/ACTIVITIES:

TEACHER:

1. Explain the differences between cities, counties, states, and countries.
2. Create flash cards with the words: city, county, state, country, address, phone number, and 911.
3. Have each child pick a flash card and provide the information requested until each child has answered each question at least once.
4. Have periodic review sessions until this information is learned.

COUNSELOR:

PARENT: Reinforce important personal information for child to have if in an emergency.

COMMUNITY: Participate in safety programs sponsored by the community.

EVALUATION: Students will be able to recite important personal information to use when in an emergency.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival skills.

OBJECTIVE: 009.02 Distinguish between appropriate and inappropriate physical contact.

GRADE: 5

OUTLINE: Students learn assertive responses to protect their personal space.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR:
Activity: Discuss personal space concept. You might say: Today we will learn ways to politely ask someone to do something or to have them stop doing something we don't want them to do to us. Next, teach some assertive, passive, and aggressive responses: Passive- slumped shoulders, eyes down, low voice, feeling sacred, powerless, do nothing. Aggressive-move toward someone in threatening manner, loud voice, feel angry, scared, push, yell, and so forth. Assertive-stand straight, eye contact, medium voice, no smile, feel confident, calm, ask for what you want; say what you want to happen, i.e., for the activity to stop now! Say what you need to say to stand up for yourself!
Next, have the children divide into small groups and practice the assertive response to playing with hair, leaving my space, not touching me, and so forth.
Closure:Lead a discussion on how it felt to have given the assertive response and have asked politely for what you wanted? What was easy or hard about it? How would it feel to be on the receiving end of 'real' assertive responses? Would it change your feelings or behavior toward the person responding to you in that manner? Suggest they practice the assertive responses during the week, perhaps at home.

PARENT: Encourage your child to use assertiveness appropriately.

COMMUNITY:

EVALUATION: Students can demonstrate assertive responses appropriately in role

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival skills.

OBJECTIVE: 009.03 Use problem-solving and decision-making skills to make safe and healthy choices.

GRADE: 3-4

OUTLINE: Students evaluate three decisions they have made recently. They are then introduced to the "IDEAL" process and practice applying it to a decision they have yet to make.

STRATEGIES/ACTIVITIES:

RESOURCES: "Decisions! Decisions!" Activity sheet

TEACHER:

- Ask students to complete Part I of the "Decisions! Decisions!" activity sheet.
- Discuss the student evaluations of their decisions. Ask them to identify weaknesses in their decision-making methods.
- Outline and explain the following steps in making an "IDEAL" decision:

  I = Identify the situation.
  D = Describe options
  E = Evaluate what might happen
  A = Act out a plan.
  L = Learn from your decision
- Ask students to complete Part II of the activity.
- Ask if any students had special difficulties in coming to a decision in Part II. Request a volunteer to have his or her decision discussed as a class.
- Apply the IDEAL process to the volunteer's decision as a class.
- Lead a discussion on how people often seek help in completing the IDEAL process. Ask students to compare the brainstorming capacity of the entire class to that of just one student. Ask if there are any negative aspects to group decision-making.

continued

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival skills.

OBJECTIVE: 009.03 Use problem-solving and decision-making skills to make safe and healthy choices.

GRADE: 3-4

continued

COUNSELOR: Assist with activity. Follow-up with individual counseling with students who have anxiety related to decision-making.

PARENT: Reinforce steps in decision-making model at home.

COMMUNITY:

EVALUATION: Students can describe the use of the IDEAL process in making a decision.

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9.03 ATTACHMENT

DECISIONS! DECISIONS! (Part 1)

Directions: In the first column, list three situations in which you had to make a decision this week. In the second column, describe the choice you made. In the third, give the reasons you made this choice. In the fourth, say whether you think you made the right choices, and explain why or why not.

Situation	Choice Made	Reasons	Evaluation
202			203

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival skills.

OBJECTIVE: 009.04 Determine the dangers of substance use and abuse.

GRADE: 4-6 Science, Substance Abuse

OUTLINE: Students will experience peer pressure and apply it to making good decisions.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: Online Source: Ask ERIC lesson plans; Address: http://ericir.syr.edu/virtual/lessons/health/substance-Abuse/SBA0003.html

ACTIVITY: Materials: Real cookies.
Ask for five volunteers from the class prior to activity and explain role play to the volunteers. Have them sit around a table upon which is placed a plate holding 'wellness" cookies. Distribute previously prepared instruction sheets to the five students. Tell them not to show the instructions to anyone else. Three of the volunteers (#1, #2, #3) will get instructions that read. "Take one wellness cookies, eat it slowly, and try to persuade everyone else at the table to eat a cookie." The fourth volunteer (#4) will get instructions that say "Wait two minutes, then take a cookie." The last volunteer's (#5) instructions will read, "Do not take a cookie, no matter what." After five minutes, proceed.
Try It All Together:
1. Ask person #5: How did you feel pressured to do something you were told not to do?
2. Ask person #4: How did you feel about giving in?
3. Ask person #5: How did you feel when the person gave in?
4. Ask persons #1, #2, #3: How did you feel persuading others?
5. Ask all: Who makes your decisions?
6. Use this activity to introduce a first unit on Substance Abuse.

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PARENT:

COMMUNITY:

EVALUATION: Students can articulate an awareness of steps involved in choices.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival skills.

OBJECTIVE: 009.05 Assess peer pressure.

GRADE: 5

OUTLINE: Students will examine different ways of dealing with peer pressure

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR:

ACTIVITY: Resource: *Group Exercises for Enhancing Social Skills and Self-Esteem*, pg. 99-100
One copy of a role-play situation from the "Peer Pressure" activity sheet for each group member; paper; scissors; writing materials (optional: video camera, VCR, and TV monitor).

I. A brief discussion is initiated about peer pressure. Members give examples of when they have experienced peer pressure, how they typically react to it, and why.
II. Participants are divided into three groups. Each group is given a cut-out copy of role-play situation one, two, or three and a blank piece of paper.
III. The leader asks each group to read their role-play situations and decide on one ending scenario for the role-play. That ending should be written down on a piece of paper.
IV. Each group is asked to act out their situation and its ending in front of the large group. The group leader assists each group with their choice of actors.
V. After each role-play, the group discusses endings.
VI. Variation: Videotape each group role-playing their situations separately, then play them back for group discussion.

PARENT:

COMMUNITY:

EVALUATION:

- Students participate in role play.
- Students can give examples of peer pressure.
- Students can give examples of how to deal with peer pressure.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival skills.

OBJECTIVE: 009.06 Display techniques for managing stress and conflict.

GRADE:

OUTLINE: Students record positive events, positive experiences, positive comments, personal accomplishments, or pluses for each day. This includes any simple pleasure, little treasure, joy, lift, positive feeling, meaningful experience, magic moment, or anything that has lifted the quality of the day.

STRATEGIES/ACTIVITIES:

RESOURCE: "Highlights" handout

TEACHER:
- To begin the activity, ask the children, "What kinds of things make you feel good or happy? What kinds of things give you a lift or make you or your day feel worthwhile?" Lead a discussion on these two questions.
- Introduce the concept of "highlights," for example, looking for simple joys and enjoying each day to the fullest. Share a few of your own recent highlights or ones you are looking forward to in the near future. Start a list of highlights on the chalkboard.
- Remind the students that simple highlights may be experienced in a variety of ways, for example, through human contact (a hug, a smile), nature (a beautiful lake, a flower), play (fun, laughs), personal accomplishments (doing your best, achieving a goal), discovery (drawing, writing), etc.
- Next , ask each child to draw (or write) some of their highlights on the worksheet. For younger children note what their highlight is under their drawing(s).
- Encourage students to look for the good things in every experience, every day.

COUNSELOR: Assist with the activity. Serve as a resource to teacher on stress signals to watch for in students. Counsel with students who exhibit symptoms of stress. Consult with parents.

PARENT: Share information about stress symptoms in children.

COMMUNITY:

EVALUATION: Students can identify positive highlights of their day.

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9.06 ATTACHMENT

HIGHLIGHTS

List all of the highlights, or happy things that happened TODAY and YESTERDAY

Date:________________________

Think of a Highlight that you would like to happen today. Write it down.

See if you can make that highlight happen today! Have as many HIGHLIGHTS as you can today.

MIDDLE GRADES

Academic Development

Career Development

Personal/Social Development

BLUEPRINT FOR THE MIDDLE SCHOOL GUIDANCE CURRICULUM

Competency# - Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Standard 4	SCANS 5	NCDGC 6
A	**ACADEMIC DEVELOPMENT**				
001.	**Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**				
001.01	Demonstrate competence and confidence as a learner.	core	x	x	x
001.02	Establish positive interest in learning.	core	x	x	x
001.03	Communicate pride in work and in achievement.	core	x	x	x
001.04	Understand mistakes as essential to the learning process.	supp	x	x	x
001.05	Identify attitudes, beliefs, and behaviors that lead to successful learning.	core	x	x	x
001.06	Develop time management and task management skills.	supp	x	x	x
001.07	Demonstrate how effort and persistence positively affect learning.	supp	x	x	x
001.08	Indicate when and how to ask for help.	core	x	x	x
001.09	Apply knowledge of learning styles to school performance.	supp	x	x	x
001.10	Take responsibility for actions.	core	x	x	x
001.11	Demonstrate the ability to work independently and cooperatively.	core	x	x	x
001.12	Develop an awareness of personal interests, skills, motivations, and abilities.	core	x	x	x
001.13	Demonstrate dependability, productivity, and initiative.	supp	x	x	x
001.14	Communicate knowledge.	supp	x	x	x
002.	**Complete school with the academic preparation essential to choose from a wide variety of the substantial post-secondary options, including college.**				
002.01	Demonstrate the motivation to achieve individual potential.	supp	x	x	x
002.02	Communicate critical thinking skills.	core	x	x	x
002.03	Apply critical thinking skills.	core	x	x	x
002.04	Apply study skills necessary for academic success.	core	x	x	x
002.05	Seek information and support from faculty, staff, family, and peers.	supp	x	x	x
002.06	Choose to be self-directed, independent learners.	core	x	x	x

continued

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BLUEPRINT FOR MIDDLE SCHOOL GUIDANCE CURRICULUM

Competency# Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Standard 4	SCANS 5	NCDOC 6
A	**ACADEMIC DEVELOPMENT** *continued*				
002.07	Apply knowledge of aptitudes and interests to establish challenging academic goals.	supp	x	x	x
002.08	Use assessment results in educational planning.	supp	x	x	x
002.09	Develop and implement an annual plan of study to maximize academic ability and achievement.	core	x	x	x
002.10	Demonstrate a goal setting process.	core	x	x	x
002.11	Use problem-solving and decision-making skills to assess progress toward educational goals.	core	x	x	x
002.12	Compare the relationship between classroom performance and success in school.	core	x	x	x
002.13	Consider post-secondary options consistent with interests, achievement, aptitude, and abilities.	supp	x	x	x
003.	**Understand the relationship of academics to the world of work, and to life at home and in the community.**				
003.01	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.	supp	x	x	x
003.02	Consider co-curricular and community experiences to enhance the school experience.	supp	x	x	x
003.03	Determine the relationship between learning and work.	supp	x	x	x
003.04	Research the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.	supp	x	x	x
003.05	Demonstrate how school success is the preparation to make the transition from student to community member.	supp	x	x	x
003.06	Communicate how school success and academic achievement enhance future career and vocational opportunities.	supp	x	x	x

BLUEPRINT FOR MIDDLE SCHOOL GUIDANCE CURRICULUM

Competency #/ Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCSSAG Standard 4	SCANS 5	NCDGC 6
B	**CAREER DEVELOPMENT**				
004.	**Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**				
004.01	Develop skills to locate, evaluate, and interpret career information.	core	x	x	x
004.02	Evaluate traditional and non-traditional occupations.	supp	x	x	x
004.03	Demonstrate the importance of planning.	core	x	x	x
004.04	Pursue and develop competency in areas of interest.	supp	x	x	x
004.05	Develop organizational skills.	supp	x	x	x
004.06	Demonstrate knowledge about the changing workplace.	supp	x	x	x
004.07	Determine the rights and responsibilities of employers and employees.	supp	x	x	x
004.08	Generate respect for individual uniqueness in the workplace.	core	x	x	x
004.09	Develop a positive attitude toward work and learning.	core	x	x	x
004.10	Explain the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.	core	x	x	x
005.	**Employ strategies to achieve future career success and satisfaction.**				
005.01	Apply decision-making skills to career planning, course selection, and career transitions.	core	x	x	x
005.02	Apply personal skills, interests, and abilities to current career choices.	supp	x	x	x
005.03	Demonstrate knowledge of the career planning process.	core	x	x	x
005.04	Indicate the various ways which occupations can be classified.	supp	x	x	x
005.05	Establish how changing economic and societal needs influence employment trends and future training.	supp	x	x	x
005.06	Demonstrate awareness of the education and training needed to achieve career goals.	core	x	x	x
005.07	Assess and modify their educational plan to support career goals.	core	x	x	x
005.08	Use employability and job readiness skills in work-based learning experiences.	supp	x	x	x
005.09	Select course work that is related to career interests.	core	x	x	x
005.10	Maintain a career-planning portfolio.	supp	x	x	x

continued

BLUEPRINT FOR MIDDLE SCHOOL GUIDANCE CURRICULUM

Competency# Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Standard 4	SCANS 5	NCDGC 6
B	**CAREER DEVELOPMENT** *continued*				
006.	**Understand the relationship between personal qualities, education, and training, and the world of work.**				
006.01	Investigate how work can help to achieve personal success and satisfaction.	supp	x	x	x
006.02	Indicate personal preferences and interests that influence career choices and success.	supp	x	x	x
006.03	Understand that the changing workplace requires lifelong learning and acquiring new skills.	supp	x	x	x
006.04	Give reasons for the effect of work on lifestyles.	supp	x	x	x
006.05	Understand the importance of equity and access in career choice.	core	x	x	x
006.06	Understand that work is an important and satisfying means of personal expression.	supp	x	x	x
006.07	Demonstrate how to use conflict management skills with peers and adults.	core	x	x	x

BLUEPRINT FOR MIDDLE SCHOOL GUIDANCE CURRICULUM

Competency#/ Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Standard 4	SCANS 5	NCDGC 6
C	**PERSONAL / SOCIAL DEVELOPMENT**				
007.	**Acquire the attitudes, knowledge, and interpersonal skills to help understand and respect self and others.**				
007.01	Develop a positive attitude toward self as a unique and worthy person.	core	x	x	x
007.02	Document change as a part of growth.	supp	x	x	x
007.03	Classify and appropriately express feelings.	supp	x	x	x
007.04	Distinquish between appropriate and inappropriate behaviors.	core	x	x	x
007.05	Examine personal boundaries, rights, and privacy needs.	core	x	x	x
007.06	Practice self-control.	core	x	x	x
007.07	Demonstrate cooperative behavior.	core	x	x	x
007.08	Document personal strengths and assets.	supp	x	x	x
007.09	Anticipate changing personal, family, and social roles.	supp	x	x	x
007.10	Establish that everyone has rights and responsibilities.	core	x	x	x
007.11	Respect alternative points of view.	core	x	x	x
007.12	Recognize, accept, respect, and appreciate ethnic, cultural, and individual diversity.	corex	x	x	x
007.13	Respect differences in various family configurations.	supp	x	x	x
007.14	Use effective communication skills.	core	x	x	x
007.15	Understand that communication involves speaking, listening, and nonverbal behavior.	core	x	x	x
007.16	Research how to make and keep friends.	core	x	x	x
007.17	Demonstrate respect for self.	core	x	x	x
007.18	Recognize the value of the educational process.	core	x	x	x
008.	**Make decisions, set goals, and take appropriate action to achieve goals.**				
008.01	Understand consequences of decisions and choices.	core	x	x	x
008.02	Debate alternative solutions to a problem.	core	x	x	x
008.03	Develop effective coping skills for dealing with problems.	core	x	x	x

continued

BLUEPRINT FOR MIDDLE SCHOOL GUIDANCE CURRICULUM

Competency# Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Standard 4	SCANS 5	NCDOC 6
C	**PERSONAL / SOCIAL DEVELOPMENT** *continued*				
008.04	Demonstrate when, where, and how to seek help for solving problems and making decisions.	core	x	x	x
008.05	Use conflict resolution skills.	core	x	x	x
008.06	Demonstrate a respect and appreciation for individual and cultural differences.	core	x	x	x
008.07	Indicate when peer pressure is influencing a decision.	core	x	x	x
008.08	Calculate long and short term goals.	core	x	x	x
008.09	Evaluate alternative ways of achieving goals.	supp	x	x	x
008.10	Use persistence and perseverance in acquiring knowledge and skills.	core	x	x	x
008.11	Develop an action plan to set and achieve realistic goals.	core	x	x	x
009.	**Understand safety and survival skills.**				
009.01	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).	core	x	x	x
009.02	Account for the relationship between rules, laws, safety, and the protection of an individual's rights.	core	x	x	x
009.03	Compare the difference between appropriate and inappropriate physical contact.	core	x	x	x
009.04	Demonstrate the ability to assert boundaries, rights, and personal privacy.	core	x	x	x
009.05	Differentiate between situations requiring peer support and situations requiring adult professional help.	core	x	x	x
009.06	Assess resource people in the school and community, and know how to seek their help.	core	x	x	x
009.07	Apply effective problem-solving and decision-making skills to make safe and healthy choices.	core	x	x	x
009.08	Forecast about the emotional and physical dangers of substance use and abuse.	core	x	x	x
009.09	Compare ways to cope with peer pressure.	supp	x	x	x
009.10	Create techniques for managing stress.	supp	x	x	x
009.11	Select coping skills for managing life events.	supp	x	x	x

MIDDLE SCHOOL ACADEMIC DEVELOPMENT

Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Competency Areas

- Improve Academic Self-Concept
- Acquire Skills for Improving Learning
- Achieve School Success

Complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options.

Competency Areas

- Improve Learning
- Plan to Achieve Goals

Understand the relationship of academics to the world of work, and to life at home and in the community.

Competency Areas

- Relate School to Life Experiences

Key Connections:

NCESAC: The North Carolina Education Standards and Accountability Commission was created by the General Assembly in July 1993 to ensure that "all graduates of North Carolina public schools will have mastered the skills to become productive members of the work force and succeed in life." The following six competency areas are those in which graduates must demonstrate proficiency:

Communication	**Using numbers and data**
Problem solving	**Processing information**
Teamwork	**Using technology**

SCANS: Is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills now needed in the American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. There are 27 SCANS skills divided into two categories:

Foundation skills – Basic Competencies; Thinking Skills; Personal Qualities
Functional skills – Resources, Interpersonal, Information, Systems, Technology

BENCHMARKS

Establish a **benchmark** for a specific student objective. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

Competency Area: ___Academic ___Career ___Personal/Social

Competency:

Student Objective:	Benchmark:End of Grade 6	Benchmark:End of Grade 7	Benchmark End of 8

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.01 Demonstrate competence and confidence as a learner.

GRADE: 6

OUTLINE: Students can identify strengths.

ACTIVITIES/STRATEGIES:

TEACHER/COUNSELOR:
- Talk about things people are good at doing. Have several students share something about their strengths as they see them.
- Discuss that each person has different strengths; some may be academic, some physical, some social, but everyone can do some things well.
- Provide students with paper and have them list their strengths. They may list as many as they wish, but at least three.
- Collect the papers and put them in folders for one grading period.
- Review the papers at the end of each grading period and have the students add at least one thing to their strengths list each time.
- Make note of changes in students' attitudes toward their personal strengths. Commend them for the competence and confidence demonstrated.

COUNSELOR: Counsel students who have difficulty identifying strengths.

PARENTS: Help your child identify positive attributes.

COMMUNITY:

EVALUATION: Students can name at least three positive attributes about themselves and another classmates.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.02 Establish positive interest in learning.

GRADE: 6

OUTLINE: Students identify five self-characteristics which make them a "star".

ACTIVITIES/STRATEGIES:

RESOURCE: Polaroid picture of each student, large construction paper, markers, crayons, paste, glue.

TEACHER/COUNSELOR:

- Take a Polaroid snapshot of each student prior to the activity.
- Students cut a large five pointed star out of construction paper. (Have a pattern available for those who need one.)
- Students paste his/her photo in the center of the star and write a positive characteristic in each of the five points of the star. (OPTION: Have students contribute positive statements to each other's stars).
- Provide time for the students to share their stars.
- Display stars on a bulletin board with a catchy title such as "The Stars in the Sixth Grade Galaxy".

PARENTS:

COMMUNITY: Partnerships with community civic groups, Junior Achievement, scouts, boys and girls clubs all promote self-esteem programs.

EVALUATION: Students can name at least three positive attributes about themselves and another classmate.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.03 Establish positive interest in learning.

GRADE: 8

OUTLINE: Students, in preparation for high school registration, will use an experiential learning activity Ready for High School Bingo.

ACTIVITIES/STRATEGIES:

RESOURCE: buttons for bingo, copy of *Ready for High School Bingo* sheets. Prizes.

TEACHER: Co-lead the activity. Reinforce the information with students.

COUNSELOR:
- The teacher or counselor can use this activity with answers to a variety of lessons in which you want students to remember information. This is a fun way for students to be competitive and learn important information.
- For *Ready for High School Bingo*, play the game after students have been given important information about high school course planning.
- Make up your own "answers" and accompanying "questions"; or use the attached example.
- Play the game. Award prize to winner.
- Review the answers with students.

PARENT: Communicate with parents with "Planning for High School Success" seminars. Promote NC Mentor/Pathways Hotline and Internet access.

COMMUNITY:

EVALUATION:
- Students can demonstrate knowledge of high school course planning.
- Students are involved in the learning activity.

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1.03 ATTACHMENT

READY FOR HIGH SCHOOL BINGO

Registration	**EOC tests**	**GPA**	**4 units**	**College Tech Prep**
Foreign Language	**Parent signature**	**Elective**	**Weighted credit**	**Career Pathways**
Career Development Coordinator	**Computer Skills**	**FREE**	**Health/PE**	**Pre-requisite**
Assistant Principal	**Counselor**	**Athletic participation**	**Class Rank**	**Job-shadowing**
Science	**Algebra I**	**Extra-curricular**	**Sophomore Status**	**AP**

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.04 Understand mistakes are essential to the learning process.

GRADE: 6

OUTLINE: Students will participate in a circle activity to observe how easily mistakes are made.

ACTIVITIES/STRATEGIES:

TEACHER: When presenting information about historical people, (scientists, politicians, athletes), point out to students that success is very often preceded by many mistakes. Give examples.

COUNSELOR:

- Provide each student with a copy of *"Where is the Library"* or *"The Accident"*.
- Ask six students to leave the room and have the other students read the short scenario.
- Ask one student at a time to come back into the room.
- Have one student tell the scenario (from memory) to the student who was out of the room.
- Have that student tell the scenario (from memory) to the next one who enters the room, and so on, until all six students have been told the story.
- Have class write down "mistakes" in the scenario that they observed.
- Discuss with the class the impact of such mistakes. Can mistakes be corrected?
- Can we learn from our mistakes?

PARENTS: Help your child understand that mistakes are a normal part of the learning process. Encourage your child in the learning process.

COMMUNITY:

EVALUATION:

- Students can assess the quality of their work
- Students understand that mistakes are a normal part of learning.

1.04 ATTACHMENT

WHERE IS THE LIBRARY?

You go to the end of the hallway and make a right turn. This hall will lead to the new wing. Take a left on the new wing and the library will be the first double doors on the left.

THE ACCIDENT

After stopping, the white car slowly made a right turn on red onto the main highway. A black car traveling at a high rate of speed on the main highway, put on brakes but was unable to avoid hitting the white car in the rear. There were no serious injuries.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.05 Distinguish among attitudes, beliefs, and behaviors that lead to successful learning.

GRADE: 7

OUTLINE: Students practice identifying positive and negative behaviors that affect learning attitudes.

ACTIVITIES/STRATEGIES:

TEACHER:

1. Provide each student with a copy of "Does This Behavior Work?" and instruct them to complete the questionnaire.
2. Arrange the class into small groups and ask the students to discuss their answers. Tell them that they may change their original answers.
3. Process the exercise with the entire class by addressing each question. Ask the students to reflect on whether or not they changed their answers after having discussed the questions with other students.

COUNSELOR: Lead the activity, if applicable, or consult with classroom teacher and/or parents. Continue to use the learning outcomes in later counseling sessions.

PARENT: Discuss the activity and learning outcomes with the child. Seek further assistance, if applicable, from the school counselor.

COMMUNITY: Support school and child in completing the activity, if applicable.

EVALUATION: Students ability to complete the exercise and transfer the learning outcomes to later exercises.

1.05 ATTACHMENT

DOES THIS BEHAVIOR WORK?

Directions: Read the stories below. All of the characters in the stories are engaging in an action that is either an example of a positive (working) behavior or a negative (not working) behavior. First identify the action and then decide if the action is an example of a working behavior or is an example of a not working behavior.

1. Tyrell was in a hurry to get home from school. In his rush, he dropped his homework assignment. He did not stop to pick up his assignment because he decided to call his friend Kurt when he got home and ask him for the assignment.

What is the action here? Is this action a working behavior ________ or a not working behavior ________?

2. Sara has perfect attendance in school. As a reward, she received pizza for lunch. When her teacher asked her to tell the class what time she gets up every morning to make sure she gets to school on time, she replied "I don't know, my mother wakes me up."

What is the action here? Is this action a working behavior ________ or a not working behavior ________?

3. Darius gets paid a weekly allowance for performing chores, like taking out the trash and washing the dishes. He likes to watch television after he finishes his daily chores and completes his homework.

What is the action here? Is this action a working behavior ________ or a not working behavior ________?

4. Alice has many friends, so she is often able to get closer to the front of the lunch line because someone will "save her a space." One day, several students complained to her that she was not being fair. She smiled at them and said "sorry" but kept her place in line.

What is the action here? Is this action a working behavior ________ or a not working behavior ________?

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.05 Identify among attitudes, beliefs, and behaviors that lead to successful learning.

GRADE: 8

OUTLINE: Students observe experientially the impact of attitudes and behaviors on teamwork.

ACTIVITIES/STRATEGIES:

RESOURCE: List of SCANS, 3X5 index cards

TEACHER:

- Divide students into teams of five.
- Choose one student from each team to be an observer.
- Explain to the observers, alone, that they are to observe how their team members criticize others and keep a record of how many times someone on the team says or does something that might be construed as criticism and whether it is negative or positive.
- One way to do this would be to divide the index card in half and to write "Positive" or "Negative" across the tops.
- For each instance of criticism, put a small line in the appropriate box.
- Hand out index cards to the teams with ideas for brainstorming. Ask them to fill the index card with their list. Allow about five minutes. Suggested topics:
  List all the places you have been to in the State.
  List all of the activities you could do on a weekend.
  List the names of all your friends.
  List all your favorite TV shows.
- Call time and have the teams count their ideas. Have the team with the greatest number of ideas read the list to the class.
- Then have the observer report the number of positive and negative comments observed.
- Allow the other observers to do the same for their teams.
- Lead a discussion of the importance of curtailing criticism when working in groups.
- Have students brainstorm ways that attitudes affect team projects.
- How does attitude generally affect completing a school assignment?
- What are some ways to handle criticism in an effective, positive manner?
- Handout "Skills for An Effective Learner."
- Ask students to brainstorm in their groups and indicate which of these skills they practiced in this activity.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.05 Distinguish among attitudes, beliefs, and behaviors that lead to successful learning.

GRADE: 8

Continued

COUNSELOR: Provide resources to teacher. Assist with the activity.
Provide small group guidance for students seeking improvement in behavior and/or attitude.

PARENT:

COMMUNITY: A school partner from a local business or chamber of commerce could discuss the interpersonal skills required in the workplace.

EVALUATION: Students participate in activity. Students can use and receive constructive criticism during a team project.

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1.05 ATTACHMENT

SKILLS FOR BEING AN EFFECTIVE LEARNER

SPEAKING:

LISTENING:

TEAMWORK:

SELF-MANAGEMENT:

BRAINSTORMING:

VISUALIZATION:

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COMMUNICATING:

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LESSONS

CURRICULUM AREA — SCHOOL COUNSELING ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.06 Develop time management and task management skills.

GRADE: 8

OUTLINE: Students will improve study skills and grades through practicing self-management techniques.

ACTIVITIES/STRATEGIES:

TEACHER/COUNSELOR: This activity has added value when the teacher and counselor can co-lead it.

- Introduce the purpose and concept of study skills. Ask if anyone has ever been "bummed out" because he/she studied hard for a test, but still got a lower grade than expected? How did that affect them? Did they study harder or just give up? Discuss the following tips for managing time for study:
    1. The time to worry about grades isn't right before you get your report card Why? When?
    2. Know your strengths and weaknesses in terms of studying, and spend more time on subjects that are hard for you. Also, study your hardest subjects first while your mind is most alert.
    3. Teachers are your greatest resource – go to them:
        - As soon as you have a problem you don't understand.
        - Before a test if you are confused.
        - After a test.
    4. Ask questions in class.
    5. Get a tutor.
    6. Set realistic goals in terms of grades and stick to them. If you are good in English, decide to make an A. If science is difficult, perhaps set your goal as a C, if this is the absolute best you can do for now.
    7. Check your notebook with a friend's to see if you have missed anything.
    8. If you can stay on task by studying with someone, do so.
    9. Make up possible test questions and answer them.
    10. Don't wait until the last minute to study for a test.
    11. Get an appropriate amount of sleep and eat breakfast.

PARENTS: Assist your child in budgeting time for important projects. Make sure he/she has a place to study.

COMMUNITY:

EVALUATION: Students can budget time for short and long term projects/assignments.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.07 Demonstrate how effort and persistence positively affect learning.

GRADE: 6

OUTLINE: Students learn how persistence affects learning.

ACTIVITIES/STRATEGIES:

1. The leader of this lesson should be proficient in a line dance (e.g., Macrena, Hustle, Electric Slide) and have the ability to teach it to the class.
2. Arrange the classroom so that students can move freely. Teach the class the dance moves until each student is proficient.
3. Process the activity by requesting students discuss their changing feelings as they became more proficient as a dancer (ex. frustration to confidence)
4. Assist the students in discussing how persistence with school work can result in the same positive feelings as did mastering dance.

TEACHER: Lead the activity, if applicable, or monitor the class. Continue to use the learning outcomes in later class assignments and/or discussions.

COUNSELOR: Lead the activity, if applicable, or consult with classroom teacher and/or parents. Continue to use the learning outcomes in later counseling sessions.

PARENT: Discuss the activity and learning outcomes with the child. Seek further assistance, if applicable, from the school counselor.

COMMUNITY: Support the school and child in completing the activity, if applicable.

EVALUATION: Students ability to complete the exercise and transfer the learning outcomes to later exercises.

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CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.07 Demonstrate how effort and persistence positively affect learning.

GRADE: 7

OUTLINE: Students will practice developing goal statements.

ACTIVITIES/STRATEGIES:

TEACHER:

- Introduce the lesson by discussing the planning process with students.
- Planning is a way of getting to a goal, something you want to achieve in the future. Getting to a goal is accomplished sometimes in small steps or tasks.
- Have students think about an achievement goal they wish to reach.
- Write on the Board an example such as
  Steps to Improving My Math Grade:
  1. Talk to my teacher
  2. Do my homework assignments
  3. Ask questions in class
  4. Study every night
  5. Get a tutor
  6. Get extra help
  7. Give up some free time to study

- Ask students to write at the top of a page Steps to Reaching My Goals
- Next , write a goal statement related to improved achievement.
- Students write down and number every step they can think would be helpful in trying to reach the goal. There may be as many as ten or more small steps/tasks.
- Ask students to keep the Goal Statement in their portfolio until the next report cards are distributed.
- Have students review their goal statements after one grading period has passed.
- What steps were actually taken?
- Did students achieve their goal?
- What lessons can be learned about effort? What did the students give up? Sacrifice? Was it worth it?

continued

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.07 Demonstrate how effort and persistence positively affect learning.

GRADE: 7

continued

COUNSELOR: This activity can be initiated by the counselor and completed by the teacher after the grading period has ended.

PARENT: Help your child make lists for events, tests, assignments that are important. Emphasize how planning contributes to success. When things go badly, do the same again.

COMMUNITY: Invite an events planner to discuss long-term planning procedures.

EVALUATION: Student is able to develop planning steps for achieving a goal.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.08 Indicate when and how to ask for help.

GRADE: 6

OUTLINE: Students develop scenarios for seeking help from adults.

ACTIVITIES/STRATEGIES:

RESOURCES: newsprint, colored markers

TEACHER: Have procedures in place for students to refer themselves to adults in the school offering assistance (counselor, social worker, career development counselor, vocational rehabilitation specialist, psychologist, special education teacher, assistant principal).

COUNSELOR:

- Develop written procedures for students to access individual and/or group counseling.
- Discuss with students the different adults in the school who can help students with various needs.
- Develop an activity around a "Dear Abby" letter from a student seeking help.
- Students in small groups discuss a response to the letter(s) and reach a consensus about the different ways the student in the letter could access help.
- Each group writes their ideas/scenarios on one worksheet in a different colored marker. Each group adds only those ideas which are new.
- Role play one or two of the scenarios/suggestions.
- Have students reflect on what they learned.
- Remind students of when it is important to ask for help.

PARENTS: Communicate with your child's school staff. Know who your child's counselor is and what kinds of information are available through the counseling center. Talk to your child about seeking help for concerns. Model for your child information seeking strategies with school staff.

COMMUNITY: Have available in the counseling center various sources of information about self-help agencies and referral procedures for students and families.

EVALUATION: Students know their counselor and procedure for seeking help.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.09 Apply knowledge of learning styles to school performance.

GRADE: 7

OUTLINE: Students will "experience" different learning styles to explore their preferred mode of learning.

ACTIVITIES/STRATEGIES:

1. Explain to the class the difference between "visual (sight)" learners and "auditory (sound)" learners. Tell the class that by the end of the lesson, they will know more about how they learn.
2. Read out loud the passage, "My Life as a Model." Read aloud the corresponding questions and ask students to write their answers.
3. Provide each student with a print copy of the passage and ask them to review their previously recorded answers and make any desired changes.
4. Read aloud the correct answers and ask the students to note how many they answered correctly after hearing the passage as opposed to how many they answered correctly after reading the passage.
5. Process the exercise by assisting students in reflecting upon situations in which their learning style benefited them.

TEACHER: Lead the activity, if applicable, or monitor the class. Continue to use the learning outcomes in later class assignments and/or discussions.

COUNSELOR: Lead the activity, if applicable, or consult with classroom teacher and/or parents. Continue to use the learning outcomes in later counseling sessions.

PARENT: Discuss the activity and learning outcomes with the child. Seek further assistance, if applicable, from the school counselor.

COMMUNITY: Support school and child in completing the activity, if applicable.

EVALUATION: Students ability to complete the exercise and transfer the learning outcomes to later exercises.

1.09 ATTACHMENT

MY LIFE AS A MODEL

My life as model is not as glamorous as most people believe. Sure, I get to wear expensive clothes, act in television commercials, and pose for photographers but I also have many long days, work with many demanding people, and wear some strange clothes. For example, some jobs will last one hour, while some other jobs will last several hours for several days. I have also had to learn to take rejection as some interviewers are highly critical. Finally, I have had to model huge coats under bright studio lights and pose wearing a bathing suit in the middle of winter.

People often ask me how I became a model. I took classes in dancing and modeling techniques as a teenager. At age 14, I began modeling for a department store catalog and eventually landed an agent who now arranges most of my photo shoots. The pay can vary greatly. I earned about $10 an hour when modeling for the store catalog and now, after 5 years, I earn almost $50,000.

People also often ask me what I like best about modeling. I'd have to say that the best part of modeling is the traveling and meeting new people. I have visited many countries and have met many celebrities. The career opportunities for models are also good. Next year, I will be making several guest appearances on TV shows. Overall, I'd say that modeling has been a good career choice for me.

Questions:

1. The main theme of this story is that...
   (answer: modeling can be both a rewarding and challenging career)

2. A good way to start a modeling career is to...
   (answer: take modeling classes/start with catalog work)

3. A characteristic of a model is an ability to...
   (answer: take criticism/work long hours/wear a variety of clothes

4. Some advantages of being a model are....
   (answer: traveling/meeting people/other career opportunities)

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.09 Apply knowledge of learning styles to school performance.

GRADE: 8

OUTLINE: Students will explore the Holland personality codes and apply that information to areas of interest.

ACTIVITIES/STRATEGIES:

RESOURCE: Handout # 1 What is Your Personality? Handout # 2 Holland Personality Codes Descriptions

TEACHER:

- Introduce students to the lesson with discussion of ways personality and attitudes affect our preferred learning style.
- "Your personality and attitudes are the two most important factors that determine your happiness and success in school and beyond. As you complete this activity, think about your feelings and actions in different situations. How do you interact with people at school, at home and in your world? How do you make decisions or take in new information? What situations do you like and dislike? Figure out what is true about you most of the time.
- Students complete Handout #1 What is Your Personality?
- Divide students into groups depending upon the number of blocks checked under three codes. Example: Group 1: (RIE) Group 2: (SCA). Pass out Handout # 2 Holland Personality Codes Descriptions.
- Ask students to read the description of the three areas silently first.
- Next, have students discuss common interests, including favorite school subjects, hobbies, and preferred way of studying and learning.
- Process with students what they learned from the activity. What does the information provide that might help them with their achievement goals?

COUNSELOR: Serve as a resource/partner to teacher with the activity. Conduct a learning styles/personality inventory workshop for faculty and staff.

PARENT: Provide information to parents about the school assessment program, including individual interest or personality inventories that students take. Provide assistance in interpretation.

COMMUNITY: Ask an employer to discuss common types of personality tests for new employees. What do they reveal? What is their importance? What are employers looking for in the results?

EVALUATION: Students can explore learning styles and apply the information to their achievement goals.

1.09a ATTACHMENT

WHAT IS YOUR PERSONALITY?

Evaluate who you really are now. Be honest about your thoughts and feelings, your attitudes and your behaviors. If you do not know a word, ask your teacher or counselor to explain it.

Step # 1 Put a Check mark in the block(s) to show each personality trait that applies to you.

Personal Qualities and Characteristics

Realistic

- ☐ Practical
- ☐ Athletic
- ☐ Honest
- ☐ Good with machines
- ☐ Stable
- ☐ Independent
- ☐ Quiet
- ☐ Persistent
- ☐ Self-controlled
- ☐ Organized
- ☐ Social
- ☐ Generous
- ☐ Friendly
- ☐ Patient
- ☐ Easy-going
- ☐ Kind
- ☐ Honest
- ☐ Outgoing
- ☐ Understanding
- ☐ Cooperative
- ☐ Helpful

Investigative

- ☐ Analytical
- ☐ Intellectual
- ☐ Logical
- ☐ Precise
- ☐ Questioning
- ☐ Curious
- ☐ Scientific
- ☐ Observant
- ☐ Cautious
- ☐ Scholarly
- ☐ Enterprising
- ☐ Popular
- ☐ Tough
- ☐ Persuasive
- ☐ Assertive
- ☐ Competitive
- ☐ Motivated
- ☐ Adventurous
- ☐ Act on a whim
- ☐ Ambitious
- ☐ Energetic

Artistic

- ☐ Emotional
- ☐ Reflective
- ☐ Imaginative
- ☐ Resourceful
- ☐ Open to new ideas
- ☐ Creative
- ☐ Rely on instinct
- ☐ Expressive
- ☐ Inventive
- ☐ Sensitive
- ☐ Conventional
- ☐ Sensible
- ☐ Orderly
- ☐ Detail-oriented
- ☐ Efficient
- ☐ Structured
- ☐ Accurate
- ☐ Consistent
- ☐ Dependable
- ☐ Follow rules
- ☐ Careful

Step # 2: Circle the top five qualities that best describe you. What examples can you give of how you show these qualities?

Step # 3: Talk these over within your group and with your family. Do they agree with your assessment?______________________________________

1.09b ATTACHMENT

THE HOLLAND PERSONALITY CODES: A DESCRIPTION

The areas listed below were developed by Dr. John Holland, who loosely classified people's personalities and their preferred learning and working environments into six different groups:

REALISTIC — People who like activities that are practical and concrete. They like to work outdoors and to work with tools and machines using their physical skills. They often seek work relating to nature and the outdoors, mechanics, construction or military service.

INVESTIGATIVE — people who enjoy scientific and intellectual pursuits. They enjoy gathering information, uncovering new facts or theories and analyzing and interpreting data. They often seek work relating to academic research, medical facilities, or computer-related industries.

ARTISTIC — People who value beauty and like opportunities for self-expression. They prefer unstructured and flexible environments. They often seek work relating to art, music, drama, writing, or work in libraries or museums.

SOCIAL — People who enjoy working with people to inform, help, train or develop them in some way. They enjoy working in groups and sharing responsibilities. They are good communicators. They like to solve problems through discussions of feelings and interactions with others. They often seek work relating to education, counseling or recreation.

ENTERPRISING — People who enjoy influencing, leading, or managing others for organizational goals or economic success. They enjoy persuading others to their viewpoint and prefer projects where they can assume leadership. They often seek work relating to business management, sales or politics.

CONVENTIONAL — people who enjoy structured activities requiring attention to accuracy and detail, often associated with office work. They enjoy working for large organizations and are comfortable with an established chain of command. They often seek work relating to financial institutions, accounting firms or other large business.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.10 Take responsibility for actions.

GRADE: 8

OUTLINE: Through the study of biographies students will show understanding of self-discipline and responsibility as important characteristics of citizenship.

ACTIVITIES/STRATEGIES:

RESOURCE: Literature, historical biographies

TEACHER: In language arts or social studies assign students to read about a person with historical significance or an historical event.
Discussion:

- How do the people we are studying relate to each other? What makes you know that they did or did not get along?
- How do you and your friends and family get along with each other? What do you do to resolve conflicts?
- How might the history we are studying have been different if the people had chosen to act irresponsibly?
- How would irresponsible behaviors on your part affect your family, friends?
- How did the people we are studying show responsibility to the community?
- What happens to a community's resources, such as parks and rivers, if the citizens choose to ignore their responsibilities?
- What is your personal responsibility toward your family, school and community?

COUNSELOR:

- Promote the modeling and teaching of character throughout the school. Offer small groups to students who need assistance in developing more responsibility.
- Promote good citizenship throughout the school.
- Engage students in service projects in the community.

PARENTS: Recognize responsible behavior at home. Give students opportunities to be responsible.

COMMUNITY: Promote service projects within the community.

EVALUATION: Low discipline referrals.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.11 Demonstrate the ability to work independently and cooperatively.

GRADE: 7

OUTLINE: Students will explore the benefit of effective communication skills as they move from independent work to teamwork.

ACTIVITIES/STRATEGIES:

RESOURCE: Drawing transparency, large poster paper or newsprint, pencils

TEACHER:

- Divide the class into teams of four. Arrange the teams so that they are facing each other.
- Give each group a sheet of poster paper or newsprint and explain that the team's task is to look at a drawing and duplicate it on the poster paper. They will have only 30 seconds to look at the original drawing. Give them time to discuss their approach (and divide among themselves if they so choose). Once the overhead is turned on, they are not to communicate in any way.
- Place the transparency on the overhead and let the students look at it for 30 seconds. They should begin duplicating it as soon as you turn off the overhead. Remind them they are not to talk or communicate. Give them about 5 minutes to draw by taking turns. Each team member draws on the page for 30 seconds, then hands the paper to the student on his right. Once the drawings are close to completion, allow them about 3 more minutes to discuss the drawing and make changes.
- Turn the overhead back on for 10 seconds and give them another 3 minutes to discuss the drawing and make changes.
- Discuss the outcomes of the drawing, allowing teams to present their drawings to the class or tape them to the wall.
- Discuss/review the skills they used to communicate effectively with each other helping students relate the activity to cooperation.

COUNSELOR: Assist with the activity. Offer small group guidance sessions on different topics to build supportive relationships among students.

PARENTS: Model effective communication skills. Support your child in developing independent learning skills. Support team involvement.

EVALUATION: Students can work independently and as a team member on a project.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.11 Demonstrate the ability to work independently and cooperatively.

GRADE: 7

OUTLINE: Students learn definitions of terms that will be used during the year independently and in group work.

ACTIVITIES/STRATEGIES:

1. Assign each student a term (e.g., occupation, work, job, employment, leisure).
2. Divide the class into several groups. Provide each group one dictionary. Instruct the students to find the definition of their word. Hint: Allow the groups to decide how to complete the assignment without further instruction.
3. Request each student to read the definition of his or her assigned term.
4. Ask each group to report how they completed the assignment. Assist the class in discovering which student behaviors helped with or hindered with the completion of the exercise.

TEACHER: Lead the activity, if applicable, or monitor the class. Continue to use the learning outcomes in later class assignments and/or discussions.

COUNSELOR: Lead the activity, if applicable, or consult with classroom teacher and/or parents. Continue to use the learning outcomes in later counseling sessions.

PARENT: Discuss the activity and learning outcomes with the child. Seek further assistance, if applicable, from the school counselor.

COMMUNITY: Support school and child in completing the activity, if applicable.

EVALUATION: Students ability to complete the exercise and transfer the learning outcomes to later exercises (i.e., vocabulary test).

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.12 Develop an awareness of personal interests, skills, motivations and abilities

GRADE: 6

OUTLINE: Students will compile information from various sources related to personal interests and locate educational institutions that offer training in those areas.

ACTIVITIES/STRATEGIES:

RESOURCES: NC Mentor, NC Careers, Career Explorer, monster.com, www.jobshadow.org

TEACHER: Set the stage for exploration by asking students these questions:
1. What career do you think you might follow when you are an adult?
2. Why does that career interest you?
3. If we cannot be sure what careers will be needed, how can we best prepare ourselves?
4. Can you imagine a new career that will be important in the year 2012, that does not exist now?
5. Can you think of a career now in existence that might disappear by the year 2010?

COUNSELOR: Schedule students into a technology lab with internet access.
- Students will use the list generated previously on careers they would like to explore.
- Have students research the education, training and other requirements for entry into that career by accessing NC Mentor, NC Careers, or Career Explorer.
- Have students locate information about someone who is presently in the career.
- Have students locate the state educational institutions that offer training and education in the interest areas.
- Have students compile information about the careers, training and state institutions in a chart form.

PARENTS: Support your child's changing and developing interests.

COMMUNITY: Help keep the public informed about free web sites such as: NC Mentor.org, NC Careers.org, CFNC.org

EVALUATION: Students can access and use information from a variety of resources to explore their interests.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.13 Demonstrate dependability, productivity, and initiative

GRADE: 8

OUTLINE: Students work independently to photograph their parent or other adult at work; write captions for the photos and through teamwork produce career books for younger students.

ACTIVITIES/STRATEGIES:

RESOURCE: www.kodak.com/cluster/global/en/consumer/education/lessonPlans/lessonPlan014.shtml

COUNSELOR:

- Prior to the lesson, expose students to various examples of careers through guest speakers, job fairs, job shadowing, interviews by students, and job dress up day.
- Introduce students to the basics of photography, including hands-on practice with an empty camera.

TEACHER:

- Students photograph their parents on the job, focusing on the place of work, tools and equipment, goods or services produced, and how school subjects relate to the job. (Be sure that homemaker is included as work).
- The student and the adult then work together to write captions for the photos.
- The books can be read to younger students.
- The books remain a permanent part of the school library for younger students.

PARENTS: Participate in the project. Volunteer to talk to the class about your job/career.

COMMUNITY: Allow parents to be photographed on the job.

EVALUATION: Students will work independently and in a team to complete a project.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.14 Communicate knowledge

GRADE: 6

OUTLINE: Students will share their hobbies as a way of relating career interests to the hobbies.

ACTIVITIES/STRATEGIES:

TEACHER:
- Discuss the idea of a hobby. Ask students to give examples of hobbies and why some people have hobbies.
- Ask students to plan a "hobby fair" in which classmates display products related to their hobbies and give a short demonstration/report.
- Each student should display an occupation that might be related to that particular hobby.
- Students can list additional occupations related to each hobby.
- Start a hobby club.

PARENTS: Invite parents to participate.

COUNSELOR: Participate in activity. Share hobbies. Offer friendship groups.

COMMUNITY:

EVALUATION: Students are able to share their hobby interest.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.01 Demonstrate the motivation to achieve individual potential.

GRADE: 7

OUTLINE: This lesson is designed to solidify values. Students will participate in an auction of dreams and will discuss their choices.

ACTIVITIES/STRATEGIES:

RESOURCES: Play $100.00 bills. Auction list. *The Real Game*, available through SOICC, is a resource for more experiential activities for grades 6-8.

TEACHER/COUNSELOR:

- Discuss with the class about what things students give the greatest effort. Make the point that often we try harder when we care a great deal about something.
- Develop an auction list handout based on what students say they want in their futures. The list should include careers and values.
- Add to the following examples:
    - "to be a famous rock star"
    - "to be extremely smart"
    - "to play for the NBA"
    - " to have a family"
    - " to live comfortably"
    - " to have a boat"
- The items will be auctioned off to students one at a time. All bids must be in increments of $100.00. Items will go to the highest bidder.
- Have a student be the auctioneer and auction off each item.
- The activity is designed to show a person's values and goals.
- Discuss with students the things on which they were willing to bid and their strategies for obtaining them. Does where you spend your money give us an idea of what we think is important?
- Why did some of the items sell for more than others?
- What does the auction tell us about the value people place on different things in life?
- Why didn't everyone want the same thing?
- Were any items not bid upon? Why?
- How did you feel if you had money left at the end of the auction?

COUNSELOR: Works individually and in small group counseling with students who are not motivated to succeed. Serves as a resource to teacher for auction list, play money.

PARENTS: Discuss with your child monthly expenses. Explain how they reflect the things important in the family.

EVALUATION: Students can identify values of importance to them.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.02 Communicate critical thinking skills.

GRADE: 8

OUTLINE: Students will identify items acquired as a successful decision or mistaken decision. Students will reason out why the decision was initially made.

ACTIVITIES/STRATEGIES:

TEACHER: Assign students the task of bringing to class for this lesson a picture they drew, a photo or an item they value. One of the items should be one that either broke quickly or was used up quickly. The other item should be at least six months old and still enjoyed by the student.

COUNSELOR:

- Talk to students about decision-making. Provide a decision-making model to students.
- Have students rate their decision to acquire the particular items that they brought to school as a good decision or a poor decision.
- Have students reason in small groups about why they acquired each item.
- Create a class list from each group of reasons why purchases/acquisitions were made.
- Have students describe what they can learn from listening and thinking about the reasons listed.

PARENTS: Help your child make lists of advantages and disadvantages to a choice they are facing. Provide your child with opportunities to practice decision-making skills.

COMMUNITY: Community leaders will publicize the points that lead to decisions that affect students' lives such as maintaining a playground or financing sports leagues within the community. Have the visitor list the advantages/disadvantages, pros/cons and outline the steps in the decision-making process.

EVALUATION: Students are able to use a decision-making model to determine a course of action.

2.02 ATTACHMENT

DECISION-MAKING MODEL

STEPS	TASK
1. Define the Problem	State the problem clearly and accurately.
2. Identify the Alternative	Read newspapers and magazines. Ask other people for their ideas. Make a list of alternatives.
1. Study the Alternatives	Identify risks and benefits. Look at short-term and long-term outcomes.
2. Apply Decision-Aids	Judgment Interviews Discussions An Evaluation of Possible Effects Scenario Writing, Role Playing
3. Make a Decision	Choose one of the alternatives.
4. Carry Out the Decision	Put the decision into action.

LESSONS

CURRICULUM SCHOOL COUNSELING
AREA ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.03 Apply study skills necessary for academic success.

GRADE: 7

OUTLINE: Students will reduce test anxiety and improve test preparation through the SQ3R Study Method.

ACTIVITIES/STRATEGIES:

RESOURCE: *SQ3R Study Skills Technique* handouts.

TEACHER/COUNSELOR: This activity is best done jointly. The counselor can discuss test anxiety coping skills.

- Has anyone ever walked into a classroom to take a test and felt unprepared for it?
- Has anyone forgotten everything when a test has been placed in front of them?
- There are primarily two reasons for these reactions: Inadequate preparation and test anxiety.
- Why do teachers give tests? What must you do to understand the material? (Keep up with assignments, pay attention, review)
- What is the best method of studying? There are many ways. Today I want to share with you one that is easy to remember – the SQ3R Technique.
- Pass out the *SQ3R Study Skills Technique* handout to each student and review it with students.
- This study technique is especially good for learning material in your textbooks. Whenever you have an assignment to read something for any class, apply the SQ3R method. You will understand and remember more of the material you read.
- Have students try the technique on an assignment of their choice and share the experience with the class the following day.

COUNSELOR:

- Follow up with students who have difficulty with test anxiety - or who cannot apply the technique.
- Offer small groups on being successful in middle school.
- Consult with teacher and parents about students who need special help with test anxiety.

PARENTS: Reinforce the SQ3R study method at home.

COMMUNITY:

EVALUATION: Students can apply the SQ3R Study Technique.

2.03 ATTACHMENT

SQ3 R - STUDY TECHNIQUE

S= Survey
Briefly look over the material you have to study. Read all the titles and subtitles. Look at the pictures, diagrams, and maps if there are any.

If the selection is short, read the first sentence of each paragraph. If the selection is only one paragraph, read the first and last sentences.

Q= Question
Write down some questions that your survey brought to mind. Think of questions that you expect the selection to answer.

Or, if questions have already been written, read through them carefully.

1st R= Read
Read the selection through carefully. As you read, notice the answers to the questions you wrote down (or the questions that were already written).

2nd R= Recite
After you have finished reading, answer the questions. You may look back at the material whenever necessary.

3rd R= Review
Briefly look back through the selection and remind yourself of the important points. This would be a good time to proofread your paper for accuracy while comparing your answers to the selection read.

BEST COPY AVAILABLE

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.04 Organize and apply study skills necessary for academic success.

GRADE: 7

OUTLINE: Students will be given a topic that is a current event: a weather phenomenon, an education issue, or other subject related to the community or state. The class will investigate the topic using various sources. This assignment may take two class periods.

ACTIVITIES/STRATEGIES:

TEACHER:

- Have students reach consensus on the topic to be investigated.
- Assign groups into teams.
- Assign each group a source for accumulating information. For example, one group will use the Internet, another will interview an expert, another will use encyclopedias and another newspapers and other media.
- Have students accumulate information on the topic and organize facts into a summary sheet for distribution.
- Students share the process they used for acquiring the information as well as pertinent facts.
- Have students complete a class list of major information points and determine the benefit of each source used.

COUNSELOR: Serve as a resource to teacher for internet sites.

PARENTS: Assist students in accumulating information from appropriate sources. Encourage reading.

COMMUNITY:

EVALUATION: Students are able to plan multiple ways of investigating a topic and can retrieve information from a variety of sources.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.05 Seek information and support from faculty, staff, family, and peers.

GRADE: 7

OUTLINE: Students will seek information about family careers and apply the information to personal goal statements.

ACTIVITIES/STRATEGIES:

RESOURCE: Family Job Tree Handout. Note: This activity may require a homework assignment.

TEACHER:

COUNSELOR:

- Ask students to brainstorm sources of information that could be useful in making a choice about future careers.
- Point out that our family members have important information. Ask "In what ways do you think your family history of school/jobs/ careers might affect your choices in the future?" Give time for students to respond to this question.
- Say to students "The most important ingredient in your future is YOU. But our family and our teachers offer support in many ways."
- Have students complete as much as they are able of Family Job Tree handout. Ask students to complete a goal statement in the ME section. Students can seek additional information from family members as a homework assignment.
- When the students complete the Family Job Tree, ask students to reflect on what they learned that was helpful to them. How do the "little" choices we make each day influence our tomorrows?
- The "TREE" can be kept in their portfolio

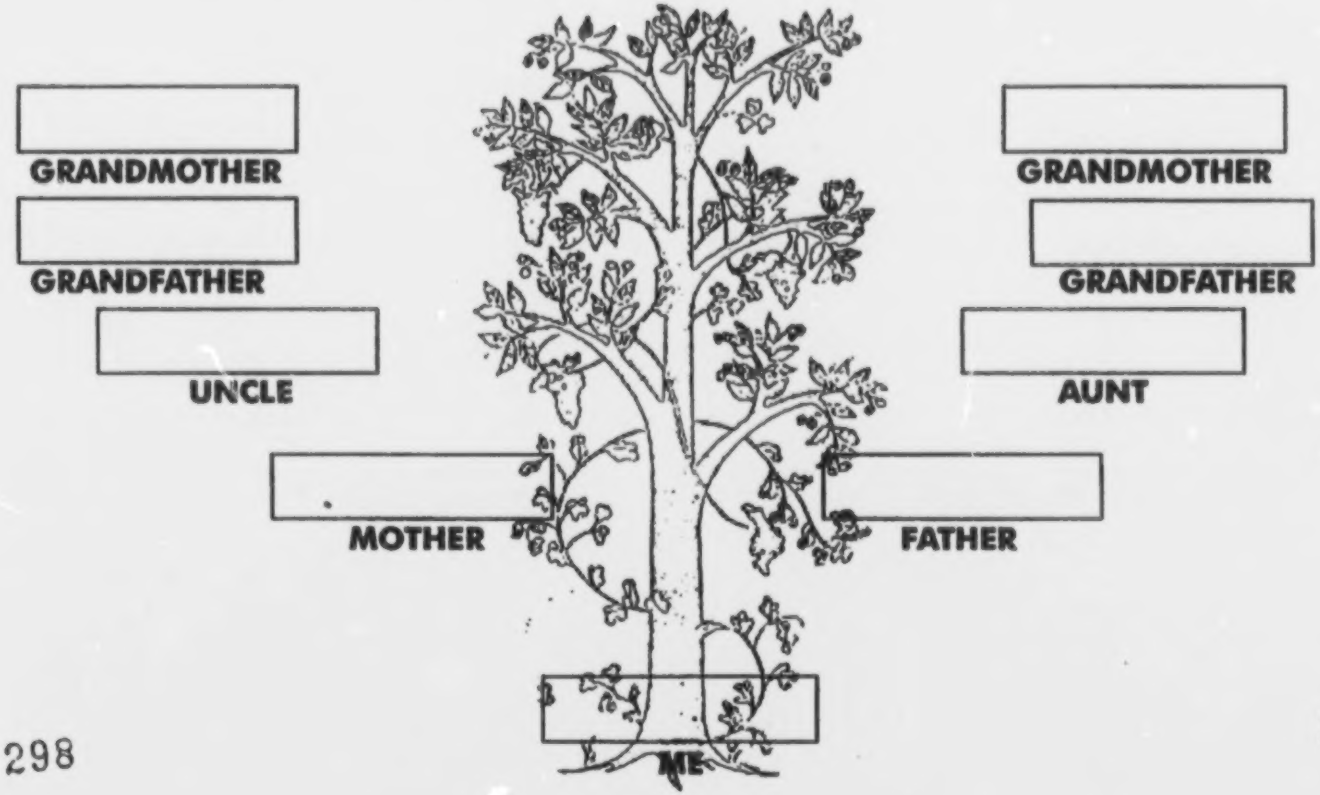
PARENT: Provide information for the assignment.

COMMUNITY:

EVALUATION: Students are able to gather information to complete the Family Job Tree.

2.04 ATTACHMENT

FAMILY JOB TREE


GRANDMOTHER
GRANDMOTHER
GRANDFATHER
GRANDFATHER
UNCLE
AUNT
MOTHER
FATHER
ME

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING
ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.05 Seek information and support from faculty, staff, family, and peers.

GRADE: 8

OUTLINE: Students develop methods for accessing information on opinions versus facts related to an issue of interest to them.

ACTIVITIES/STRATEGIES:

TEACHER:

- In discussing public opinion polls with a class (social studies), ask students to develop their own survey of class opinion.
- Students choose an issue of interest to them, such as the rating system for movies (R, PG-13 etc., the Internet V chip).
- Each class member writes three potential questions for the survey, and one group of students works out an efficient system for compiling these as a starting point for developing a survey form.
- Another student group has the job of selecting and editing the questions and laying out the survey form, using word processing software if possible.
- When the students are debating whether to ask "Do you think the rating system is censorship?" or "Do you think the rating system is wrong?", the teacher suggests they produce two versions of the form and try each on half the students (they will get different results).
- A third group tallies the number of "yes," "no," and "undecided" responses to each question and (with calculators) converts these results into percentages.
- A fourth group looks at how magazines and newspapers display public opinion results, decides on two types of charts to use, produces them, and gets class reactions to the two ways of displaying the data.

COUNSELOR: Assist with the activity. Discuss with students how to access information from the counseling center.

PARENTS:

COMMUNITY:

EVALUATION: Students complete charts. Students participate as a member of a team.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.06 Choose to be self-directed and independent learners.

GRADE: 8

OUTLINE: By playing a game, students will identify ways other people may hinder their learning and the personal characteristics and habits that lead to accomplishing a task.

ACTVITIES/STRATEGIES:

TEACHER:
- Have the class line up in two lines facing each other.
- The first two people in each line will walk side by side down between the lines.
- They must keep their eyes up and walk at a normal pace down the aisle. The goal is to reach the end of the line without cracking a smile.
- If one walker smiles before the end of the line, that person joins the opposing team's line.
- If both walkers smile while passing through the gauntlet, then they each join the line of the opposing team.
- The job of those standing in the lines is to get the walkers to smile.
- They may do anything they want except touch or harm the walkers in any way.
- The team with the most players in their line at the end of the game is declared the winner.

Discussion:
- What made it hard not to smile as you walked down the line?
- How did you feel when you were one of the people trying to make them smile?
- How is this like something your friends may want you to do that you do not really want to do?
- How can this activity apply to setting your own goals?
- What things do you do that help you get to your goal?
- How can other people hinder you in trying to reach your goals?
- How can other people help you in trying to reach your goals?
- How can you help yourself in deciding for yourself successful learning goals?

COUNSELOR: Serve as a resource to the teacher. Provide counseling individually and in small groups for students who need more attention.

PARENT: Parents can help students identify things that help them complete their homework and other tasks. Parents can help students discuss the personal characteristics and habits that lead to accomplishing a goal.

COMMUNITY:

EVALUATON: Students identify a goal they have achieved and compare the things they used to reach that goal with the behaviors they have identified above.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.07 Apply knowledge of aptitudes and interests to establish challenging academic goals.

GRADE:6

OUTLINE: Students identify their personal likes and dislikes and how they relate to educational plans. Students will identify their academic strengths and weaknesses.

ACTIVITIES/STRATEGIES:

RESOURCES: Handouts "My Likes and Dislikes", " My Strengths", "Know Your Academic Strengths and Weaknesses"

TEACHER
- Read instructions from Handouts.
- Have students complete the worksheets.
- Support students. Encourage them in their efforts to improve. Tell them that in order to improve their academic skills they must identify their areas of strength and weakness. Then, they can begin working on improving the weak areas.

COUNSELOR: Identify students who need extra help. Consult with parents.

PARENTS: Use encouragement phrases when discussing your child's performance.

COMMUNITY:

EVALUATION: Students can accurately assess their areas of strength and weakness. Students can identify at least two strategies for improvement.

2.07a ATTACHMENT

MY LIKES AND DISLIKES

List five things that you like about yourself and five things you dislike or would like to improve.

I like....	**I don't like....**
1.____________________	**1.**____________________
2.____________________	**2.**____________________
3.____________________	**3.**____________________
4.____________________	**4.**____________________
5.____________________	**5.**____________________

2.07b ATTACHMENT

MY STRENGTHS

What are your strengths? What makes you feel good about yourself? Examples: being on the soccer team, playing a musical instrument, being honest, exercising regularly, being a Scout, etc. On this page list ten things you feel good about. Place a * beside the three qualities and/or accomplishments of which you are most proud.

My strengths are...

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

2.07c ATTACHMENT

KNOW YOUR ACADEMIC STRENGTHS AND WEAKNESSES

List three school subjects that you enjoy or in which you do your best work. Try to explain why you like them or do well in these subjects. Then list three subjects that you enjoy least or in which you have problems. Explain why you do not like them or have problems in these subjects.

Know your academic STRENGTHS...

Subject One____________________ ____

Subject Two____________________ ____

Subject Three____________________ ____

...and your academic WEAKNESSES

Subject One____________________ ____

Subject Two____________________ ____

Subject Three____________________ ____

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.08 Use assessment results in educational planning.

GRADE: 8

OUTLINE: Students will complete *People, Data, Things, Ideas, Personality/Temperament* Inventory prior to completing a four year high school course of study.

ACTIVITIES/STRATEGIES:

RESOURCE: The Inventory can be found in the *Using Career Choices in North Carolina Handbook*. NC State Occupational Information Coordinating Committee (NC SOICC) distributed free to all middle and high school counselors. .

TEACHER/COUNSELOR: This activity is best done jointly.

- Discuss personality. Your personality is a combination of your emotional and behavioral characteristics that make you different from others. Your personality influences how you think, feel and act with different people in different situations.
- **Personality and Temperament:** Discuss " Different careers relate to different personality traits, also known as temperaments. For example, an outgoing, friendly person who enjoys meeting and talking to people all day would be suited for jobs in sales, customer service or public relations. That is why it is important to consider your personality when choosing careers.
- Think about yourself and your personality when you answer the following questions. In which situations would you prefer the major part of your working day to be involved?"
- Have students complete this portion of the Inventory.
- **Skills and Abilities:** Discuss: "Jobs require different skills and abilities. You may not have all the skills or abilities necessary for muny occupations, but you do have an aptitude to learn new skills. Aptitudes measure the ease in which you can learn something new."
- Have students complete this portion of the Inventory.

Continued

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.08 Use assessment results in educational planning.

GRADE: 8

Continued

- Work Values: "Job satisfation comes from having a job that meets your expectations and satisfies your need for employment. The list below includes a number of things peole want or 'vaue' in their job. Not all these values are met each day. However, choosing an occupation which allows most of your work values to be present is important. Think about what you want from an occupation as you complete this portion of the Inventory."
- Students complete this portion of the Inventory.
- Students follow the directions to complete the Self-Assessment Summary, completing best school subjects and career cluster interests from Career Choices.
- Handout "Related School Subjects" from career choices and have students think about the occupations that correlate to those subjects.
- Give students time to reflect on the subjects they do well in their self-identified interests, and how that information can be used in planning a high school course of study.
- Make the point that this is ONE piece of information and can be useful when used in conjunction with other assessments.
- Have students save this information so they can refer to it when completing the four year high school course of study.

PARENTS: Discuss planning for high school. Listen to your child's areas of interests and help him/her in the decision-making process related to course selection for high school.

COMMUNITY:

EVALUATION: Student is able to see the value of using assessment interests in planning.

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.09 Develop and implement an annual plan of study to maximize academic ability and achievement.

GRADE: 6

OUTCOME: Students will identify steps to successful study habits. This lesson should be conducted in the beginning of the year.

ACTIVITIES/STRATEGIES:

RESOURCES: Adapted from Wittmer, Joe; Thompson, Diane W.; and Loesch, Larry C. *Classroom Guidance Activities*. Educational Media Corporation, Minneapolis, MN 55421-0311 612-781-0088
newsprint, assignment slips

TEACHER:

- Say "Let's imagine that you have been asked to talk to a new student about how to study more effectively. What steps would you suggest for the student to do homework assignments?
- Write the responses on the board . The following is a partial list of steps that also should be put on the chalkboard (newsprint).
    I. Have your materials ready to work.
    II. Follow directions.
    III. Make a list of your assignments and when they are due.
    IV. Set a specific time to work.
    V. Set a time for completion of your work.
    VI. Be neat and check your work.
    VII. Turn your work in and on time.

Continued

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.09 Develop and implement an annual plan of study to maximize academic ability and achievement.

GRADE: 6

Continued

- Ask students for additional steps and then summarize and discuss the planning steps.
- Divide students into small groups, appointing a leader and say *" Working as a team, your task is to help the new student to organize a home work assignment so that it will be turned in on time and will receive a good grade".*
- Distribute the following assignments on slips of paper. Give each group a different assignment.
  1. *Social Studies- Find a newspaper article concerning a local activity and write a summary.*
  2. *Math-Draw pictures that show at least 5 geometric figures. Write a sentence about each one.*
  3. *Science- Collect leaves of 5 different trees and make a display telling what kind of leaves they are and what parts of the country they can be found.*
  4. *English – give an oral book report on a book about space.*
  5. *Music- Do a one page report on a musical instrument in an orchestra.*
- In a go-around, each person tells what is the most important thing to do. Then, as a group, they decide the three most important steps that need to be taken.
- Move around the room and encourage the students to draw upon the suggestions from the earlier discussion.
- Have the groups take turns reading their assignments and then reporting on the three most important steps in completing the assignments.
- Follow with a discussion about how to prepare for such an assignment and provide examples of the steps that might be taken.
- Summarize: If students are to be successful in this school, they need to be organized and follow some helpful steps when they do their class work, homework, or special projects. Pick one assignment that you have this week. See how many of the steps that we talked about can be used for your assignment. Decide what you will do first and then just do it.

COUNSELOR: Serve as a resource to teacher. Offer "Study Skills" or "How to Be Successful in School " groups for students who are having difficulty. Consult with parents.

PARENTS: Ensure that your child has a place that is conducive to good study habits.

EVALUATION: Students demonstrate appropriate study skills.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.10 Demonstrate a goal setting process

GRADE: 6

OUTLINE: Students will identify and illustrate a goal. They will establish a plan to achieve the goal.

ACTIVITIES/STRATEGIES:

RESOURCES: magazines, glue, scissors, colored sheets of paper.

TEACHER:

- Say to students "Today we are going to make a visual representation of a goal you have decided to attain. Think about that for a few minutes and how you might represent that goal in a collage."
- Have available magazines, glue, tape, pictures and colored paper for students to creatively design a goal statement.
- Students cut out pictures, words and phrases and complete a goal statement collage.
- Have students show their finished artwork, describing the goal and three steps for reaching that goal.
- Students can offer suggestions for ways to attain each goal.
- Display the finished artwork on a bulletin board.

COUNSELOR: Provide resources to teacher. Work individually or in small groups with students who have difficulty identifying goal statements.

PARENTS: Expose your child to a variety of career possibilities. Help your child set short term goals.

COMMUNITY: Community members can be invited to share strategic goal planning strategies.

EVALUATION: Students can articulate strategies for reaching a goal.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.10 Demonstrate a goal setting process

GRADE: 7

OUTLINE: Students will identify an achievable goal. They will establish a plan to achieve the goal.

ACTIVITIES/STRATEGIES:

RESOURCES: *Career Choices in North Carolina*, NC SOICC

TEACHER:

- "To set effective goals, it is important to remember the following:
  A goal must be:
  - I. Stated in clear terms (I will complete all homework assignments this month.)
  - II. Believable (You must believe you can reach the desired goal.)
  - III. Achievable (You must have the interest, skill, ability and strength to make it happen.)
  - IV. Measurable (The goal can be accomplished within the time or in a way that can be calculated.)
  - V. Desirable (You really want to achieve the goal.)
- Hand out *Goal Setting From Career Choices in North Carolina.*
- Have students list three goals in each area. Then rank 1-2-3 in order of importance.
- Have students keep in their portfolio. Refer to it again, perhaps the end of the year to show progress.

COUNSELOR: Provide resources to teacher. Work individually or in small groups with students who have difficulty identifying goal statements.

PARENTS: Goals can be shared with parents. Help your child set short term goals.

COMMUNITY: Invite a public official, chamber member, school board member to discuss strategies used to reach a community goal.

EVALUATION: Students can articulate strategies for reaching a goal.

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.11 Use problem-solving and decision-making skills to assess progress towards educational goals.

GRADE: 7

OUTLINE: Students will relate how an end product is affected by choices in the process.

ACTIVITIES/STRATEGIES:

RESOURCES: straws, miniature marshmellows

TEACHER/COUNSELOR:
- Divide the class into groups of six. Give each group a handful of straws and a pile of marshmallows.
- Explain that the object of the activity is to have each team build the tallest, free standing tower that they can.
- Allow ten minutes for this exercise.

Discussion ideas:
- How did you decide what the tower was going to look like?
- How much of the plan was at the beginning?
- How much of the plan was done in progress?
- Which was the better method?
- Was a leader chosen in the group? How did this person emerge? How was your group led?
- Was your tower satisfactory? Was the group method helpful? Was everyone needed? Did you listen to differing ideas?
- What would you change next time?
- Why is it important to develop problem-solving skills creatively in school?

PARENTS: Ask your child to work on projects at home that require problem-solving.

COMMUNITY: Invite a community leader to discuss a current community project and the decisions involved in completing it.

EVALUATION: Students demonstrate decision-making and teamwork skills.

Adapted from NCREAL Curriculum - www.ncreal.org
North Carolina Rural Entrepreneurship Through Action Learning
115 Market St./Suite 320, Durham NC 27701

LESSONS

CURRICULUM:	SCHOOL COUNSELING
AREA:	ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.12 Compare the relationship between classroom performance and success in school.

GRADE: 8

OUTLINE: Students will learn strategies for success through discussion and modeling by high school students.

ACTIVITIES/STRATEGIES:

TEACHER/COUNSELOR:

- Prior to lesson students develop a list of questions they have about high school.
- Arrange for three students from high school to talk about what it takes to be successful in school, from their perspective. A recorder should take notes.
- Students ask questions of the high school students related to homework assigned, testing, sports and extra-curricula opportunities, difficult subjects, etc.
- A list of what it takes to be successful in school is compiled, discussed, and accepted by the group.
- On the basis of the data collected, class members reflect in a journal steps they need to take to improve in any of the areas mentioned.

PARENTS: Talk to your child about what it takes to be successful and the importance of forming good work habits in school.

COMMUNITY:

EVALUATION: Students can name at least three strategies for being successful in high school.

LESSONS

CURRICULUM SCHOOL COUNSELING
AREA ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

OBJECTIVE: 002.13 Consider post-secondary options consistent with interests, achievement, aptitude, and abilities.

GRADE: 8

OUTLINE: Students will use NC Mentor to explore post-secondary options and interests.

ACTIVITIES/STRATEGIES:

RESOURCE:

- Internet access lab setting.
- Results from *Career Key Interest Assessment* if taken at an earlier date.
- Copy of graduation requirements for North Carolina High School Graduation.

TEACHER/COUNSELOR:

- Go to www.ncmentor.org. Select Career Center.
- Go to Interest Assessment Survey and have students complete the survey.
- Go to Career Matching Assistant and have students explore the Occupational clusters and the Holland Codes.
- Have students view matching careers based on their interests. Students should select one (Engineering Technologies for example).
- Click Detailed Description for examples of specific kinds of engineers.
- Ask students to locate all North Carolina schools offering degrees in the particular pathway they are exploring.
- Ask students to determine what kinds of licenses are required for the pathway they are exploring. (See Definitions of Terms also).
- Ask students to identify the top five fastest growing careers in North Carolina from 1996-2006.
- Review the Course Requirements for North Carolina High School Graduation, emphasizing the requirements affecting rising 8th graders.

COUNSELOR: Provide information sessions for parents to introduce NC Mentor to parents. Provide awareness sessions for teachers.

COMMUNITY: Use community to raise awareness of NC Mentor (churches, synagogues, grocery stores, libraries)

EVALUATION: Students can successfully navigate NC Mentor. Students understand high school graduation requirements.

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING
ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.

GRADE: 8

OUTLINE: Students will understand the need for time management skills to be successful in and out of school.

ACTIVITIES/STRATEGIES:

RESOURCE: "Managing My Time" Handout for each student

TEACHER/COUNSELOR:

- "One of the biggest problems facing students is trying to find the time to do all the things they want to do and still keep up their grades. This will become even more of a problem as you get into high school.
- We all start with the same 24 hours each day, but some people seem to be able to do more than others in that time. The key is knowing how much time you have to spend and planning to use that time effectively."
- Divide the class into small groups and appoint a group leader.
- Allow 15 minutes for students to complete "Managing My Time"sheet.
- Bring groups back together and elicit responses to the following questions:
  - I.How much spendable time did you have? (24 hours minus the total from the "I Must" list)
  - II.Were there any other items that should have been included under "I Should"?
  - III.What were some of the activities you included in you "I Would Like" list?
- Close by saying "In order to really enjoy your school years, a plan will be needed for the "spendable" time as well as your class time."

PARENTS: Help your child to develop a balanced schedule. Be alert to over scheduling of activities.

COMMUNITY: Invite a business partner to share time management training concepts used with employees.

EVALUATION: Students are able to develop a time management plan for a week and follow it.

Adapted from Wittmer, J.; Thompson, D. and Loesch, L. Classroom Guidance Activities, Educational Media Corporation, (612)781-0088

3.01 ATTACHMENT

MANAGING MY TIME

Directions: Fill in each blank with the time you think you will spend on each activity while you are in this grade. If you are not sure, ask the others in the group how much time they think the activity might require. Remember, everyone has only 24 hours a day or 168 hours a week.

		Daily	Weekly
I must:			
	Sleep	___	___
	Eat	___	___
	Go to School	___	___
I Should:			
	Chores at Home	___	___
	Study/Homework	___	___
I Would Like:			
	Clubs/Organizations	___	___
	Lessons (music, art,etc.)	___	___
	Sports	___	___
	Entertainment (TV, movies, Phone, Reading, Radio,etc.)	___	___
Total:		___	___

Total the number of hours for activities and subtract from the number of spendable hours you have. If you have a negative total- something has to go.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.02 Consider co-curricular and community experiences to enhance the school experience.

GRADE: 7

OUTLINE: Students analyze time spent during one week for the purpose of organizing their extra-curricular activities.

ACTIVITIES/STRATEGIES: Handouts WEEKLY AGENDA and WEEKLY TIME MANAGEMENT CALENDAR

TEACHER:

- Ask students to share their Time Management Calendar at the end of the week.
- Ask students how difficult it was to manage their extra-curricular and school time.
- Did it help to write down "priorities"?

COUNSELOR:

- Introduce the lesson by asking a students to name the many opportunities for extra-curricular involvement available to them.
- Ask them how they select which ones they will do.
- Ask students to think about what these extra-curricular benefits mean to them. What are the trouble signs of over-involvement? Brainstorm a list.
- Handout WEEKLY AGENDA . Students should complete the weekly calendar with only the non-school personal activities. This can become a homework assignment.
- Students reflect on the schedule in terms of how much of the week is spent in co-curricular activities.
- Define the terms "Priority" "Prioritize" and give examples.
- Handout WEEKLY TIME MANAGEMENT CALENDAR. Ask students to determine a priority for each day, including school related activities. Keep in portfolio for future reference by teacher.

PARENT: Help your child to set priorities for completing work and fun.

COMMUNITY: Invite a community employer to share time management tools.

EVALUATION: Students can identify strategies for managing their extra-curricular activities.

3.02a ATTACHMENT

AGENDA

To help you organize your time, schedule your personal activities for one week on the chart below.

	Morning	Afternoon	Evening
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

3.02b ATTACHMENT

WEEKLY TIME MANAGEMENT CALENDAR

Name____________________________________ **Week of:**____________________

Monday	**Priority** ____________________ ____________________	**To Do Today** ____________________ ____________________
Tuesday	**Priority** ____________________ ____________________	**To Do Today** ____________________ ____________________
Wednesday	**Priority** ____________________ ____________________	**To Do Today** ____________________ ____________________
Thursday	**Priority** ____________________ ____________________	**To Do Today** ____________________ ____________________
Friday	**Priority** ____________________ ____________________	**To Do Today** ____________________ ____________________
Saturday	**Priority** ____________________ ____________________	**To Do Today** ____________________ ____________________

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.03 Determine the relationship between learning and work.

GRADE: 8

OUTLINE: Students will use Internet technology to relate their interests to standards in the workplace.

ACTIVITIES/STRATEGIES:

RESOURCES: Technology lab. This activity is best accomplished within a technology component in a lab setting. Allow two sessions.

SCANs survey for each student (www.nssb.org website).

TEACHER: Serve as a resource to students in accessing information from the internet sites.

COUNSELOR:
- Have students use the SCANS list and self-assess which skills the student believes he or she can demonstrate.
- Students enter the www.nssb.org website and click on Initiatives and Standards.
- Click Skills Standards
- Click on a career area of interest (Agricultural Biotechnology Technician)
- Have students compare the skill standards required for that industry and compare to the SCANs survey completed.
- Discuss with students how school is preparing students now and in the future to develop in the SCANs.
- Have students keep the SCANs survey in a portfolio.

PARENTS: Provide parents information on local employability skills taught in school.

COMMUNITY: Invite a community member to discuss the skills required for employment. Have copies of the SCANs list for students to compare to the speaker's list.

EVALUATION: Students understand the concept of Standards and can identify their areas of strengths and need.

3.03 ATTACHMENT

SCANS PERSONAL PROFILE SURVEY

SCANS Competencies

1 2 3 1. I am able to select activities relevant to my personal and career goals.

1 2 3 2. I am able to set priorities.

1 2 3 3. I have experience in preparing and following schedules.

1 2 3 4. I have experience in preparing and following budgets.

1 2 3 5. I have experience in keeping personal and business records.

1 2 3 6. I am capable of making adjustments to meet personal and career objectives.

1 2 3 7. I have experience in gathering information.

1 2 3 8. I have experience in prioritizing information.

1 2 3 9. I have experience in using materials and space efficiently.

1 2 3 10. I am able to assess my own skills.

1 2 3 11. I am able to assess the skills of others.

1 2 3 12. I have experience in distributing work to team members.

1 2 3 13. I am capable of evaluating my own work.

1 2 3 14. I am capable of evaluating the work of others.

1 2 3 15. I have experience in providing feedback to others in an appropriate, timely manner.

3.03 ATTACHMENT

SCANS PERSONAL PROFILE SURVEY *Continued*

Continued

1 2 3 16. I have experience as a productive member of a team.

1 2 3 17. I have experience in teaching new skills to other members of a team.

1 2 3 18. I have experience in serving clients and customers.

1 2 3 19. I am able to communicate ideas to justify a position.

1 2 3 20. I have experience in writing to persuade others.

1 2 3 21. I have experience in communicating verbally to persuade others.

1 2 3 22. I have experience in challenging existing procedures and policies in an appropriate, responsible manner.

1 2 3 23. I have experience in negotiating with others.

1 2 3 24. I have experience in working with others from diverse backgrounds.

1 2 3 25. I have experience using computers and other technology to process information.

1 2 3 26. I understand how social systems work.

1 2 3 27. I have experience working within social systems.

1 2 3 28. I understand how employment organization works.

1 2 3 29. I have experience in working within employment organizations.

1 2 3 30. I understand how technological systems work.

3.03 ATTACHMENT

SCANS PERSONAL PROFILE SURVEY

Continued

1 2 3 31. I have experience in modifying complex social, organizational, or technological systems.

1 2 3 32. I have experience in working with technology.

1 2 3 33. I have experience in choosing procedures, tools, or equipment in technology.

1 2 3 34. I understand the overall procedure for setting up and operating technological equipment.

1 2 3 35. I have experience in setting up and operating technological equipment.

1 2 3 36. I am able to prevent problems with technological equipment.

1 2 3 37. I am able to identify problems with technological equipment.

1 2 3 38. I have experience in identifying problems with technological equipment.

1 2 3 39. I am able to solve problems with technological equipment.

1 2 3 40. I have problem-solving experience with technological equipment.

Adapted from *Teachers as Educational Advisors and Mentors,*
Louisiana Department of Education
P O Box 94064, Baton Rouge, Louisiana 70804-9064

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.04 Research the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.

GRADE: 7

OUTLINE: Students develop interview questions and interview a family member about the changing job market.

ACTIVITIES/STRATEGIES:

RESOURCES: Handout or overhead transparency "A Look at the Future"

TEACHER:
- Have students look at the handout "A Look at the Future"
- Ask students to reflect from studying recent history how the future will be different for workers. Have students brainstorm the skills that people needed in that period of history.
- Ask students to think about the career of a relative such as a parent or grandparent. What kind of training was required?
- Develop with students a list of interview questions for a relative related to the Handout facts: Example:
  I. What education and training did you obtain for your first job?
  II. What was a typical day like?
  III. Were you expected to do more than one task in your job?
  IV. How were teams used?
  V. How often did you have to learn new skills?
  VI. What has been the impact of technology on your present job?
  VII. What kind of re-training do you receive through your work today?
  VIII. Do you read books or study outside of the job to improve your competency?
  IX. Did you return to school after you started working? Why?
- Students can share their findings about changes in the workplace, trends for the future workplace.

COUNSELOR:
- Serve as a resource on data, trends, outlook.
- Coordinate job shadowing opportunities, field trips to educational institutions for students.

PARENTS: Participate in the activity.

COMMUNITY: Invite local community members to share trends/changes in employee expectations, economic forecasts with students.

EVALUATION: Students complete the interview. Students can cite at least three future trends in the workplace.

3.04 ATTACHMENT

A LOOK AT THE FUTURE

- **60-70% of the workers will be organized into teams**
- **Workers will have different tasks on several different teams**
- **Employees will shift roles constantly**
- **A typical work day may look like this**

  20% of time spent on one team

  50% of time spent on another team

  30% of time spent on another team

or

Full time spent on one team, finish with that and move on to another team

From: Teachers as Educational Advisors and Mentors,
Louisiana Department of Education, 1995

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.04 Research the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.

GRADE: 8

OUTLINE: Students identify skills required for future workers.

ACTIVITIES/STRATEGIES:

1. Ask students to name a possible occupation. Direct them to identify what behaviors and attitudes are needed to secure a job in this field.
2. Assist students in considering what types of promotions might be expected in the occupation (ex. assistant manager to manager). Direct them to identify what types of behavior will help them get the promotion or other job (ex. proficiency in first job).
3. Process the exercise by asking students to identify behaviors and attitudes that they currently possess that will help them with this career path.

TEACHER: Lead the activity, if applicable, or monitor the class. Continue to use the learning outcomes in later class assignments and/or discussions.

COUNSELOR: Lead the activity, if applicable, or consult with classroom teacher and/or parents. Continue to use the learning outcomes in later counseling sessions.

PARENT: Discuss the activity and learning outcomes with the child. Seek further assistance, if applicable, from the school counselor.

COMMUNITY: Support school and child in completing the activity, if applicable.

EVALUATION: Students complete the exercise and transfer the learning outcomes to later exercises.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.05 Demonstrate how school success is the preparation to make the transition from student to community member.

GRADE: 8

OUTLINE: Students will develop knowledge about the different kinds of resumes and the kinds of information that enhance a personal resume.

ACTIVITIES/STRATEGIES:

RESOURCE; *Career Choices in North Carolina*, NC SOICC. This activity may take two sessions.

TEACHER/COUNSELOR:

- Discuss the resume as an important marketing tool that is sent to employers who may hire you. Resume writing is simply collecting your past experiences and your personal inventory to chart your future course. It can also help you prepare for an interview by focusing your career objective and organizing your skills."
- Introduce the Resume Formats:
    - I. Chronological Format is the most common. It puts your most recent work or educational experiences first, to show your qualifications for the job.
    - II. Functional Format focuses on transferable skills – what you can do rather than when or where you learned to do it.(Students who are proficient with computers and contract with companies prior to graduation might present a functional resume).
    - III. Electronic Format is read by a computer rather than a person. The computer searches for key words and understands only conventional type and format on white paper.
- Students can refer to previous self-assessments of interests to complete a preliminary resume.
- Have students list all past work experiences (part-time, paid, unpaid) which relate to the area of interest.
- List the education you expect to complete.
- Select one of the three resume formats and organize the information for a resume.
- Revise and proofread a draft.
- Have students critique each other's resume and offer constructive ideas for improvements.

PARENTS: Emphasize the importance of developing good school and study habits now as a preparation for future work.

COMMUNITY: Invite employers to critique students' resumes. Hold mock job interviews using student resumes.

EVALUATION: Students know the uses of the different resume formats.
Students can complete a preliminary draft of a resume.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.06 Communicate how school success and academic achievement enhance future career and vocational opportunities.

GRADE: 7

OUTLINE: Students investigate what engineers do. The web site demonstrates that the real work of engineers, such as perfecting the design of a waterslide- one that is wet enough to slide humans, but not so slick as to catapult them out of the flume- is both complex and fascinating. The site's list of "Cool Stuff" lets students examine how everyday phenomena- jet planes, automobiles, CD players, roller coasters, soft drinks, and sporting goods- emphasize the challenge and fun of engineering. Students learn the relationship of engineering to school math and literature.

ACTIVITIES/STRATEGIES:

RESOURCE: http://www.discoveerengineering.org; Lab with internet access

TEACHER:

- Introduce the activity by asking students what they know about Engineering. Have students brainstorm all the kinds of engineers they know about. Tell them that engineering careers require an interest in and a solid foundation in math, science, and communication. Write on board the skills engineers need:
    - Problem-Solving
    - Flexibility
    - Computation
    - Communication
    - Teamwork
- Ask for examples of how students are developing those skills.
- Click on www.discoverengineering.org
- Click **Student Zone.**
- Click **Career Resources**
- Click **Careers Engineering** and select an engineering pathway to write about.
- Click **Occupational Outlook** and find out the need for future engineers in that area. Ask students to find out what kind of training is needed.
- Talk to students about the importance of doing well academically in all subject areas as preparation for the future.

continued

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.06 Communicate how school success and academic achievement enhance future career and vocational opportunities.

GRADE: 6

continued

EXTENSION: Click on **"Day in the Life Of"** for students to develop a report about a real engineer's day, his or her educational preparation and training.
- Click **on bookmarks** for Engineers Week (usually February) and give to each student for future reference
- Go to the Teacher section of the website and click on **Discover Engineering Through Reading** for a current bibliography of developmentally appropriate books. As a library assignment ask students to "hunt for books" related to science and technology; or report about science and math or technology being used by the hero in detective stories; or recommend books such as the following for students reports:
  - Wild Inventions: I want to be an engineer, Stephanie Maze
  - Fantastic Voyage, Issac Asimov
  - The Fantastical Engineer: A Thrill Seeker's Guide to Careers in Theme Park Engineering, Celeste Baine
  - Cool Careers for Girls in Engineering, Ceel Pasternak
  - Journey to the Center of the Earth, Jules Verne

COUNSELOR: Serve as a resource to teacher. Help conduct part of the activity. Provide data on women in engineering . Invite partners to talk to students about the importance of math, reading, problem-solving in their work.

PARENTS: Share how math and reading skills are used at home in everyday problem-solving.

EVALUATION: Student reports connect academic skills with new information about mathematics, reading skills.

MIDDLE SCHOOL CAREER DEVELOPMENT

Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency Areas

- Develop Career Awareness
- Develop Employment Readiness

Employ strategies to achieve future career success and satisfaction.

Competency Areas

- Acquire Career Information
- Identify Career Goals

Understand the relationship between personal qualities, education and training, and the world of work.

Competency Areas

- Acquire Knowledge to Achieve Career Goals
- Apply Skills to Achieve Career Goals

Key Connections:

National Career Development Guidelines Competencies (NCDGC): Provide a framework and structure for the career development process. The Guidelines identify the competencies at each level of elementary,middle, high school and adult development that individuals need to master. These competencies are supplemented with statements of what individuals will be able to do when they have mastered the competency. They are called indicators. The competencies and indicators are divided into three areas: Self-knowledge, Educational and Occupational Exploration, and Career Planning.

School-to-Work Opportunities Act.(NC JobReady): A system that provides opportunities for all students to participate in programs to increase students' basic competencies, employability and personal skills. Schools develop programs in conjunction with community partners that are School Based, Work Based, and Community Connected.

College Tech Prep/Tech Prep: College Tech Prep Completers (4 years of high school technical and academic studies + 2 years of Community College technical studies leading to an associate degree).

Secretary's Commission on Achieving Necessary Skills (SCANS): These competencies, developed by employers nationwide, specify the skills needed to be successful in the workplace. There are 27 SCANS divided into two categories: Foundation skills and Functional skills.

BENCHMARKS

Competency Area: __Academic ___Career __Personal/Social

Establish a benchmark for a specific student objective. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

Competency:

Student Objective:	Benchmark:End of Grade 6	Benchmark:End of Grade 7	Benchmark:End of 8

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.01 Develop skills to locate, evaluate, and interpret career information

GRADE: 8

OUTLINE: Students use Data, Ideas, People, Things, to classify potential careers, forecast trends, and identify educational requirements

STRATEGIES/ACTIVITIES:

TEACHER/COUNSELOR: Disseminates paper and pencil and career information sources from NC SOICC.

- Divide a piece of paper into four columns. The four headings for the columns are: Data, Ideas, People, and Things. These are job cluster titles which describe what people primarily work with in their occupations.
- Take one column at a time and list four or five occupations or job titles which fall in that category. For example, plumber might be placed under Things, while salesperson might be placed under People.
- Examine your list and underline those which require a college education. Circle those where training on the job is all that is necessary.
- Next, put an "I" after those jobs which you feel will be "hot jobs" in the future. Put a "?" by those you think are declining opportunities for the future.
- As a class, group, share your list. Pair up with a classmate and research two of the jobs from your list, using NC Careers or Career Explorer or media center.

PARENT: Discuss with your student how you prepared for the future; what ideal career you imagine. Under which column is that job listed? Talk about your own work setting.

COMMUNITY PEOPLE: Speakers from Chamber of Commerce or Economic Development Commission can discuss economic trends, employment outlook locally and statewide.

EVALUATION: Student Portfolio entry (electronic or paper) for continued self-assessment as interests change.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.02 Evaluate traditional and non-traditional occupations

GRADE: 6

OUTLINE: Students explore non-traditional careers through cooperative sharing.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates paper and pencil and facilitates the cooperative learning process. Assign appropriate vocabulary such as bias, stereotype, non-traditional career.

COUNSELOR: Leads activity to increase student awareness about non-traditional careers.

- Divide a piece of paper into six parts, a line down the middle and two across.
- Draw a symbol or small picture which represents each of the following topics:
    - A.A job you would like to have someday.
    - B.Something you want from a job besides money.
    - C.If this career was once viewed traditionally as "male" or "female" oriented.
    - D.An obstacle which might get in the way of your getting into the career you want.
    - E.Something you need to do to improve upon in order to get your ideal career.
- Counselor has students share in groups first and as whole class what was learned about changing attitudes toward non-traditional careers.

PARENT: Shares with his student how attitudes toward males and females entering non-traditional careers has changed over time and discourages stereotyping careers.

COMMUNITY PEOPLE: Resource speaker such as a lawyer, dentist, veterinarian can comment about the changing role of men/women in a career that has had significant change over time.

EVALUATION:
- Students can define the terms non-traditional, bias, and stereotyping as they identify ares of career interest.
- Students write about the process in their journals.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 04.03 Demonstrate the importance of planning.

GRADE: 8

OUTLINE: Students increase awareness of the job market, now and in the future and brainstorm how conditions might affect future jobs and careers through planning.

STRATEGIES/ACTIVITIES:

TEACHER: Begin the class discussion by asking the students to think about new jobs which have come into existence in the last fifteen years and the jobs which have declined or disappeared.

Read the conditions listed below and ask students to brainstorm how they might affect future jobs and careers:
- Increased use of computer technology in homes
- Continued pollution of the environment
- European and Asian countries join together
- Increased numbers of homeless-worldwide
- Reduction in diseases
- Year round school/distance learning

Lead a class discussion about how to plan for a rapidly changing job market. Follow-up with research/writing skills to explore a "condition" for future assignment.

COUNSELOR: Counsels those students for whom this exercise raises concerns and issues. Supports teacher with resources.

PARENT: Models optimism about the future and discusses the importance of planning for short term and long term educational and career goals.

COMMUNITY PEOPLE: Local employers can discuss decisions they face and how they plan for them. Community leaders can speak about specific decisions that the community must make or suffer the consequences for ignoring.

EVALUATION:
- Students identify economic, political, legal and ethical issues affecting careers of the future.
- Students identify planning steps.
- Students write about the planning process in their journals.
- Students demonstrate research techniques and writing skills to explore a "condition" further.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.04 Pursue and develop competency in areas of interest

GRADE: 7

OUTLINE: Students identify their strengths in preparation for goal setting

STRATEGIES/ACTIVITIES:

TEACHER: Encourage students in developing competencies in areas of interest through clubs, shadowing employers, service learning, hobbies. Uses biographies of persons who have overcome obstacles to success.

COUNSELOR: Have students describe a success on paper answering the following questions:

- Why did you succeed? List some reasons.
- Think: What did you do? How did you do it?
- What did you learn about how to succeed? Did you learn to do something differently?
- How does attitude affect success?

PARENT: Encourages and supports student's efforts. Shares the importance of determination and practice in achieving competency.

COMMUNITY PEOPLE: Resource speakers can share personal stories about pursuing their dream and/or overcoming obstacles.

EVALUATION:

- Portfolio (electronic or paper) listing of strengths and achievements.
- Students write in journals about a personal achievement.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.05 Develop organizational skills

GRADE: 8

OUTLINE: Students develop a plan for accomplishing a goal by organizing the steps required to achieve it.

STRATEGIES/ACTIVITIES:

TEACHER/ COUNSELOR: Students think about and write answers to three questions prior to writing a goal statement:
a. What, exactly is my goal? For example, if it is to improve my math grade, what grade will I try to achieve?
b. Is my goal realistic? For example, if I am currently making a D in math, an A may be unrealistic by the next grading period.
c. When do I want to reach my goal? For example, the semester ends next week does not give me ample time.

- Write a goal statement.
- Brainstorm ways to reach your goal and write them down.
- Choose the best ideas for moving you toward your goal.
- Organize your ideas into a step-by-step plan. Think about in what order should you take the steps? When will you complete the steps?
- Complete chart Goal Steps and Date to be Completed.

Ask students to think about what help, support or permission they will need from others to achieve their goal. List these people and what each can do to help. Modify, change order of steps as needed.

PARENT: Helps student set short and long term goals. Shares steps the family uses to achieve goals.

COMMUNITY PEOPLE: Resource speakers can discuss how business and community goals are established and why team work and community involvement in goal setting is important.

EVALUATION:

- Completion of Goal Steps and Dates for Completion Chart.
- Student accomplishes short term goal.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.06 Demonstrate knowledge about the changing workplace

GRADE: 8

OUTLINE: Students identify sources of information on the changing workplace such as books, brochures, web-sites, videos, magazines and software.

STRATEGIES/ACTIVITIES:

TEACHER: Take students to the media center and computer lab to discuss how to access career pathways information.
www.dpi.state.nc.us/workforcedevelopment/careerpathways

COUNSELOR: Have students use a career resource such as NC Careers or NC Career Explorer to research three career pathways of interest. Students develop a chart for these occupations that include:

- Duties
- Skills needed
- Education or training requirements
- Working hours and conditions
- Salary information

Students share findings first in small groups. Follow up with students about how to gather information pertinent to a career pathways search.

PARENT: Shares ways to collect information about career interests such as talking with parents about their work place and how it has changed over time. Tell about the need for life long learning, on-the-job training, new skills, in all work settings.

COMMUNITY PEOPLE: A local employer can speak about training needs, skills needed for his/her workplace and how the workplace has changed in the last ten years.

EVALUATION: Students successfully use career information systems to learn about the changing workplace.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.07 Determine the rights and responsibilities of employers and employees.

GRADE: 8

OUTLINE: Students analyze working conditions to learn how people get and keep jobs.

STRATEGIES/ACTIVITIES:

TEACHER: Make copies of Child Labor Laws and distribute.

- Have students discuss the need for such laws.
- Have students interview a full time employee to determine his/her benefits.
- Have students estimate the value of the monetary benefits of an employer's "benefits".
- Have students develop a list of why people get fired. Role play scenarios from the list.

COUNSELOR: Using the SCANS list have students complete a self-assessment of which skills they use regularly and which ones they need more practice developing.

PARENT: Discuss attractive aspects of your work, excluding salary, with your student. Share other job satisfaction influences, besides money, that attracted you to past or present jobs.

COMMUNITY PEOPLE:
- Human Resource Director can speak about desirable worker characteristics, primary reasons people get fired, employee benefits provided.
- Have a small business owner share the challenges and rewards of competing with larger companies in attracting and maintaining employees.

EVALUATION:
- Students can identify at least 3 employer responsibilities and employee rights.
- Students understand how "benefits" affect job satisfaction and income.
- Students can identify positive characteristics that employers seek in employees.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.08 Generate respect for individual uniqueness in the workplace.

GRADE: 6-8

OUTLINE: Through cooperative learning students learn about the contributions of various workers to a task.

STRATEGIES/ACTIVITIES:

TEACHER: Divide students into groups of five. Present them with a problem (or have them develop their own) to illustrate the contribution of various workers. For example:

- We are faced with the task of building a middle school on a piece of land that has been donated to the town. We can use workers from just five different occupations for both the building and the operation of the school. What five occupations would be needed most?
- After ten minutes, have the group report to the class and defend their choices. As a class, list other school workers who were not considered essential. What contribution do they make to the school? How does their being at the school add to its successful operation? Ask students how the group process itself worked? Was each participant treated with respect? Did everyone contribute? Why is getting along with co-workers important in the workplace?

COUNSELOR: Facilitates cooperative learning to problem solve; encourages teamwork and supports each student's contribution.

PARENT: Respects their student's individuality; supports their interests and encourages the pursuit of hobbies and talents.

COMMUNITY PEOPLE: Chamber of Commerce or Economic Development Committee member can share demographic information about the community and the importance of planning with the entire community in mind.

EVALUATION: Team report

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.09 Develop a positive attitude toward work and learning

GRADE: 7

OUTLINE: Students define work, job, and career and diagram a three part Career Planning Process.

STRATEGIES/ACTIVITIES:

TEACHER:

- Distribute these definitions:
  - **Work**- use of energy to do or make something; labor, duty, occupation.
  - **Job**- a piece of work done for pay; task, employment.
  - **Career** – profession, occupation; the way one earns one's living; one's progress through life or in one's work.
- Have students discuss differences in definitions and list examples of each category.

COUNSELOR:

- Distribute Career Choices in NC and Users Guide from NC SOICC.
- The career planning process is a continuous circle divided into three parts: 1. Self-assessment, 2) Exploring Careers, and 3) Job Seeking Skills.
- Students brainstorm all the reasons people work.
- Make the point that one's career is made up of more than a salaried job. It can include citizenship and volunteerism.

PARENT: Help student see that schoolwork is developing the foundation for a future career. Encourage good work habits and personal responsibility at home and school. Give opportunities for work and small jobs and give positive feedback when appropriate.

COMMUNITY PEOPLE: Develop a list of community employers willing to participate in job shadowing.

EVALUATION:

- Students can define the difference between work, jobs and careers.
- Students can explain the three steps of the career planning process.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relatin to knowledge of self and to make informed career decisions

OBJECTIVE: 004.10 Explain the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

GRADE: 8

OUTLINE: Students participate in a job shadowing experience in order to observe and record the skills used by employees on the job.

STRATEGIES/ACTIVITIES:

TEACHER/COUNSELOR:

- Disseminate SCANS sheet to students prior to job shadowing experience.
- Students should be able to identify examples where each skill might be observed on the job.
- Students develop an interview protocol and a chart to record observations while shadowing a business.
- Students report their findings to the entire class after the shadowing experience.
- Were there any surprises? Which of the SCANS skills were most often recorded by students?
- How can students practice developing the traits of punctuality, integrity, and effort?

Note: This activity can be integrated easily with *Character Education*.

COUNSELOR: Counsels those students for whom this exercise raises concerns and issues.

PARENT: Supports the character education concepts at home.

COMMUNITY: Supports the character education concepts at work.

EVALUATION:

- Students recognize SCANS in the workplace.
- SCANS Observation Chart completed during shadowing experience.

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4.10 ATTACHMENT

SCANS (SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS)

WORKPLACE KNOW-HOW

SCANS Foundation Skills

- Basic Skills
  Reading, Writing, Arithmetic and Mathematics, Speaking, Listening
- Thinking Skills
  Thinking creatively, Making decisions, Solving problems, Visualizing, Knowing how to learn, and Reasoning
- Personal qualities
  Responsibility, Self-esteem, Sociability, Self-management, Integrity/Honesty

SCANS COMPETENCIES

- RESOURCES - Allocating time, money, materials, space, staff/people
- INTERPERSONAL SKILLS - Working on teams, Teaching others, Serving customers, Leading, Negotiating, Working with cultural diversity
- INFORMATION - Acquiring/evaluating data, Organizing/Maintaining files, Interpreting and communicating, Using computers
- SYSTEMS - Understanding social, organizational, and technological systems, Monitoring/correcting performance, Designing/improving systems
- TECHNOLOGY - Selecting tools and equipment, Applying technology to specific tasks, Maintaining/troubleshooting technologies

ALL ASPECTS OF THE INDUSTRY

- PLANNING - Any detailed scheme, program, or method worked out beforehand for the accomplishment of an objective
- MANAGEMENT - The act, manner, or practice of managing, handling, or controlling something
- FINANCES - The science of management of money or other assets
- TECHNICAL AND PRODUCTION SKILLS - Technical skills, pertaining to the abstract or theoretical (Principle) aspects of the job
- PRINCIPLES OF TECHNOLOGY - Body of methods and materials used to achieve objectives
- LABOR AND COMMUNITY ISSUES - Workers collectively, Team building, Work benefits, Work for wages; a social group or class having common interest under the same government
- HEALTH AND SAFETY ISSUES - Functioning normally without disease, in an environment that is conducive to and promotes health and safety
- ENVIRONMENTAL ISSUES - Protection of the natural environment, i.e., air, water, soil, resources

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.01 Apply decision-making skills to career planning, course selection, and career transitions.

GRADE:

OUTLINE: This lesson emphasizes the importance of good decision making and the consequences resulting from our choices.

ACTIVITIES/STRATEGIES:

TEACHER:

- Let students know "Today we will be talking about decisions." Ask students to define what decisions are. Example: A decision is having to make up your mind about something; choosing one thing over another.
- Generate a dialogue for about 4-5 minutes. Ask students to identify examples of "good" and "not-so-good" decisions they have made recently in the area of school work or homework. What were they thinking as they made each decision?
- What were the rewards or costs of each decision the next day or later?
- Talk about choices to come in high school. For example, doing your best versus doing enough to get by...Picking harder courses or only ones that are easy for you...
- Ask students to reflect on the differences such choices/decisions can make in later life?
- Give students several hypothetical situations related to high school course selection. Ask students to list all possible choices and the reasons for and against each option. This can be done in groups.
- Ask students to share their responses from the groups.
- Remind students to discuss course planning options with their parent(s) prior to high school registration.
- Remind students to seek as much information possible related to themselves and course selection in high school prior to making decisions.

COUNSELOR: Serve as a resource for the teacher and for students who may need extra help with decision-making skills.

PARENT: Help students think through decisions they are making and listen to the students explain advantages and disadvantages of each choice.

COMMUNITY:

EVALUATION: Students, when given a hypothetical decision-making situation, can list all possible choices and the reasons for and against each option.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.02 Apply personal skills, interests, and abilities to current career choices.

GRADE: 8

OUTLINE: Students take a self-scoring interest inventory. The counselor discusses the interpretation of the inventory with students in class.

ACTIVITIES/STRATEGIES:

RESOURCE: Career Choices in North Carolina Tabloid, Activity 1. People, Data, Things, Ideas

TEACHER: Serves as a resource to the counselor.

COUNSELOR:
- Introduce the Interest inventory to students.
- Interests are the things you enjoy doing. Your likes and dislikes in your work and hobby activities will help you plan for careers which best match you. The more interest you have in your work, the happier you will be on the job.
- The following interest inventory activity will help you organize your likes and dislikes into 4 categories: people, data, things, or ideas.
- Students complete the Interest section of the survey.
- Students complete the Work Values section of the inventory.
- Students complete the Skills and Abilities section of the survey .
- Students transfer results onto the Self-Assessment Summary.
- Have students select a career of interest and complete Activity 7, Career Briefs, using the information from Career Choices to answer the questions in the Activity.

PARENT: Ask students to share results of the inventory with a family member. Offer awareness sessions to parents about self-assessment instruments available.

COMMUNITY:

EVALUATION:
- Students complete the interest inventory
- Students can identify at least one career of interest for further exploration

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.03 Demonstrate knowledge of the career planning process.

GRADE: 8

OUTLINE: Students use steps in the career planning process to select a Four Year Plan of Study for high school.

ACTIVITIES:

RESOURCES: Career Choices in North Carolina *Tabloids* (NC SOICC); Results of assessment/interest tests, information from portfolio; Handouts: *Career Planning Roadmap, Career Planning Worksheet*

TEACHER/COUNSELOR: This may be divided over two class periods. Teacher and counselor may divide the sessions. These sessions should be completed prior to high school registration.

- Use the analogy of a road trip to remind students of the steps involved in Career Planning:
  Would your parents ever think of taking you on a cross country road trip without knowing where to go? Without a roadmap? Brain storm with students all the essentials for a successful road trip.
  (Preparation for the trip: research on the destinations, reservations, dependable car, map, appropriate clothes, plan for emergencies, contingency plan if things don't work out at as planned at the destination, etc.) Preparing for our futures similarly requires research, a destination, a plan (map) of where we want to go, contingency plans in case things don't work out, etc. You, the student are in the driver's seat and where you end up is up to you"
- Students read Career Planning Roadmap . Discuss each step with students. Have students discuss the kinds of information available to them to help them make choices.
- Career Planning Worksheet is completed by students in class. Students can use prior interest assessment information.
- Maintain these items in student portfolio if possible.

PARENT: Offer high school curriculum meeting. Discuss career pathways, high school courses of study, graduation requirements, requirements for post-secondary admissions. Source of information: dpi.state.nc.us/student_promotion

COMMUNITY: This is an excellent topic for community partners to share information about career planning processes.

EVALUATION: Students can identify key steps in career planning. Students have completed an interest inventory. Students know the requirements for high school graduation.

5.03a ATTACHMENT

CAREER PLANNING WORKSHEET

Career Choice 1

This is interesting because:

High School Courses that may help me:

Education and Training I will need:

Job Outlook:

My Action Plan:
______Get more information
______Interview someone
______Volunteer or intern in the field
______ Write to schools for more information

Career Choice 2

This is interesting because:

High School Courses that may help me:

Education and Training I will need:

Job Outlook:

My Action Plan:
______Get more information
______Interview someone
______Volunteer or intern in the field
______ Write to schools for more information

5.03b ATTACHMENT

CAREER PLANNING ROADMAP

ROUTE 1 **SELF ASSESSMENT**	⇨	**Self Assessment:** Who Am I? What interests skills and abilities do I have. Also, what do personality and values have to do with this?
ROUTE 2 **CAREER EXPLORATION**	⇨	**Career Exploration:** Have you talked to people in careers that interest you? Your parents? Read books or watched videos about careers? Used appropriate internet sites to explore?
ROUTE 3 **GOAL SETTING**	⇨	**What do I have to do to get there?** Do I need a 2 year or 4 year degree? Extra training? Am I signed up to take the right courses? Have I talked to recent graduates in this field about the the courses they took in high school?
ROUTE 4 **TAKE ACTION**	⇨	**Your action plan includes** registering for the right courses all four years of high school. Do you know what schools offer preparation in this career area?
ROUTE 5 **EVALUATE**	⇨	**Is my career direction one with promise?** Will it satisfy my personal needs? Where do I go next?

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.04 Indicate the various ways which occupations can be classified.

GRADE: 8

OUTLINE: Students are introduced to the North Carolina Career Pathways clusters, and can apply self-assessment information to each cluster.

ACTIVITIES/STRATEGIES:

RESOURCES: newsprint, colored markers (11 different shades)

TEACHER:

COUNSELOR:

- Review with students self-assessment categories defined by the Holland Codes and People Data, Things, and Ideas available through the North Carolina Career Choices publication.
- Tell students that the Career Pathways were identified by the Department of Public Instruction and the North Carolina Community College System.
- Career Pathways are a way of organizing lots of career opportunities into a few groups. Each "cluster" or group of careers requires common skills and knowledge.
- Hand out to students the eleven Career Pathways on one sheet of paper:
    I. Agricultural & Natural Resources Technologies
    II. Arts & Sciences
    III. Biological & Chemical Technologies
    IV. Business Technologies
    V. Commercial & Artistic Production Technologies
    VI. Construction Technologies
    VII. Engineering Technologies
    VIII. Health Services
    IX. Industrial Technologies
    X. Public Service Technologies
    XI. Transport Systems Technologies

Continued

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.04 Indicate the various ways which occupations can be classified.

GRADE: 8

Continued

- Title eleven sheets of newsprint with a Career Pathway and place around the room.
- Have students number off 1-11 and form groups. Each group begins with one career pathway and brainstorms careers that fall under one career pathway heading. ONE team member writes the careers on the worksheet using a colored marker.
- Call time in 3 minutes and ask the groups to shift to the next Career Pathway sheet.
- Each group continues to add to the lists, moving to the next career pathway after 3 minutes until all 11 are visited.
- Review the lists. Which group had the most careers (colored markers). Discuss the accuracy of the suggestions.

PARENT: What career pathway is your job in?

COMMUNITY: What career pathways are in this community?

EVALUATION: Students participate in the classification of the career pathways clusters.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Establish how changing economic and societal needs influence employment trends and future training.

GRADE: 7

OUTLINE: Students will describe the impact of factors such as population, climate, and geographic location on local occupational opportunities.

ACTIVITIES/STRATEGIES: State labor market information materials from SOICC, the Department of Labor and/or Economic Development, state maps, etc.

TEACHER:

- As students study a country, discuss how the climate and location of the country have impacted on its growth and history. Show the relationship between climate and location and the development of particular industries in the country.
- Carry the thought to the students' own environment by having them research their state or local economy listing the kinds of industries and occupations most prevalent.
- How do climate and location impact on the occupational opportunities available to them locally?

COUNSELOR: Share resources with teacher. Introduce students to appropriate internet sites.

- www.esc.state.nc.us
  click on:
  - Economic Data
  - State and Local
  - Employment and wages by county

PARENT:

COMMUNITY: Invite a community member of the Chamber of Commerce, an entrepreneur, or an economic development representative to discuss the community's changing economy.

EVALUATION: Class discussion, research product.

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING
CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Establish how changing economic and societal needs influence employment trends and future training.

GRADE: 8

OUTLINE: Students identify employment trends as they relate to training programs and employment in the state and local community.

ACTIVITIES/STRATEGIES:

RESOURCES: Back issues of Sunday newspapers' want ads.

TEACHER:

- Students will review the want ad section of the Sunday newspaper and list the various types of jobs advertised.
- Next, count the total number of jobs advertised.
- Each student will select ten occupations and compute the percentage of the total number of job openings represented by each title chosen.
- Students will combine their individual figures to create a pie graph or bar graph showing the employment opportunities picture for their area.
- Discuss employment trends revealed by the graphs.

COUNSELOR: Support teacher with resources. Extend activity by having individual students search via NC Career Explorer, NC Mentor, NC SOICC websites and report to class on findings.

PARENT: Have parents share how they found their current job.

COMMUNITY: Invite an economic development representative to discuss job trends for the community.

EVALUATION: Completed computations and graphs.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.06 Demonstrate awareness of the education and training needed to achieve career goals.

GRADE: 8

OUTLINE: Students use a variety of resources to determine training and education requirements related to careers of interest.

ACTIVITIES/STRATEGIES:

RESOURCES:

- Handout: *"North Carolina Career Pathway Clusters"*
- Handout: *North Carolina High School Graduation Requirements*
- ncmentor.org, www.collegeview.com, www.bridges.com, or *Career Choices in North Carolina Tabloid Career Briefs(Free to all middle school students in from State Occupational Information Coordinating Committee (SOICC)*

TEACHER: Schedule students in an internet lab if possible.

COUNSELOR:

- Handout "North Carolina Career Pathway Clusters" and review the 11 pathways. Ask students to brainstorm the kinds of careers that go with each cluster.
- If internet access is available have students explore the pathways through the NC Mentor website.
  - I. Click Career Center
  - II. List of Careers by Occupational Cluster
  - III. Select one-three careers of interest
  - IV. Select Detailed Information
  - V. Go to Ask an Expert for more information about the career
  - VI. Write down all the colleges and universities that offer a major of study in that career pathway.
  - VII. Select a college or university for more information
  - VIII. Determine the enrollment, cost of attendance.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.06 Demonstrate awareness of the education and training needed to achieve career goals.

GRADE: 8

Continued

IX. Write down three facts about student life at the college or university.
X. Write down the percentage of students receiving financial aid at that school.
XI. Select Matching Assistant and have students compare three schools for enrollment, financial aid and student life offerings.

- Students without internet access can complete the exercise using the Tabloid Career Choices in North Carolina, Career Briefs section
- Handout North Carolina High School Graduation Requirements
- Talk to students about the Program Options in high school, and link preparation for careers to the options. Ask students to think about and talk about with their families the appropriate coursework they will need for the careers that interest them today.

PARENTS: Gather information about your child's interests. Listen to clues from your child. Help them develop opportunities to explore interests. Emphasize to your child the importance of taking courses that are challenging and interesting. Continue collecting information about post-secondary options. Seek information through NC Mentor's website or 800 Hotline. Information or College Foundation of North Carolina for financial aid at cfnc.org

COMMUNITY:

EVALUATION: Students can access information about careers from a variety of resources.

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5.06a ATTACHMENT

11 CAREER MAJORS/CLUSTERS/PATHWAYS

There are 11 secondary and post-secondary career clusters/majors aligned between high schools and community colleges. List possible careers for each cluster.

1. **Agriculture and natural resources technologies**______________________________

2. **Arts and Sciences**______________________________

3. **Biological and chemical technologies**______________________________

4. **Business technologies**______________________________

5. **Commercial and artistic production technologies** ______________________________

6. **Construction technologies**______________________________

7. **Engineering technologies**______________________________

8. **Health technologies**______________________________

9. **Industrial technologies**______________________________

10. **Public service technologies**______________________________

11. **Transportation technologies**______________________________

5.06b ATTACHMENT

GRADUATION REQUIREMENTS*

Content Area	**CAREER PREP** Course of Study Requirements	**COLLEGE TECH PREP**** Course of Study Requirements	**COLLEGE/UNIVERSITY PREP** Course of Study (UNC 4-yr college) Requirements	**OCCUPATIONAL***** Course of Study
English	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** Occupational English I, II, III, IV
Mathematics	**3 Credits** Including Algebra I	**3 Credits**** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I&II, OR Integrated Mathematics I,II,&III	**4 Credits** (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR IntegratedMathematics I,II,III, and a credit beyond Algebra II	**3 Credits** Occupational mathematics I, II, III
Science	**3 Credits** A Physical Science course, Biology, Earth/Environmental Science	**3 Credits** A Physical Science course related to career pathway (CP), Biology, Earth/Environmental Science	**3 Credits** A Physical Science course, a Life or Biological course (Biology), Earth/Environmental Science	**2 Credits** Life Skills Science I, II
Social Studies	**3 Credits** Government/Economics (ELPS), US History, World Studies	**3 Credits** Government/Economics (ELPS), US History, World Studies	**3 Credits** Government/Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements- US History & 1 elective)	**2 Credits** Government/US History Self-Advocacy/Problem Solving
Second Language	Not required	Not required**	**2 Credits** in the same language	Not required
Computer Skills	No specific course required,students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education
Career/Technical	**4 Credits In Career/Technical** Select courses appropriate for career pathway to include a second level (advanced) course **OR** **4 Credits in an Arts Discipline** Select courses appropriate for career pathway to include an advanced course	**4 Credits** Select courses appropriate for career pathway to include a second level (advanced) course	Not required	**4 Credits** Vocational education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other requirements	**2 Elective Credits** and other credits designated by LEA **Proficiency on Exit Exam**	**2 Elective Credits** and other credits designated by LEA **Proficiency on Exit Exam**	**2 Elective Credits** and other credits designated by LEA **Proficiency on Exit Exam**	**Occupational Preparation: 6 Credits:** Occupational Preparation I, II, III, IV**** Elective credits/completion of IEP objectives/Career Portfolio-required/No Exit Exam
Total	Depends on local requirements	Depends on local requirements	Depends on local requirements	Depends on local requirements

*Effective for ninth graders entering for the first time in 2000-01.

**A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***This course of study shall be made available for certain students with disabilities who have an IEP, beginning with first time ninth graders in 2000-01. The state Board of Education approved this course of study for the APA process to begin.

****Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

BEST COPY AVAILABLE

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.07 Assess and modify their educational plan to support career goals.

GRADE: 7

OUTLINE: Students will use Holland's self-assessment code to explore the North Carolina Career Pathways clusters prior to high school course selection.

ACTIVITIES/STRATEGIES:

RESOURCE: Career Choices in North Carolina, published by the North Carolina State Occupational Information Coordinating Committee. Sheet paper (six) with a letter on each representing a Holland Code

TEACHER:

COUNSELOR:

- Introduce the self-assessment code developed by Dr. John Holland.
- According to Holland, people search for careers that are a fit between themselves and corresponding work environments.
- Most people fit more than one work environment. That is why people and occupations are classified by a three letter code. The first letter is most representative of your type and careers that fit your type. The second letter stands for second place and the third letter becomes third place.
- To find your three letter code simply take the first letter of each work environment that best represents you. Once you have discovered your three letter code you can then begin to explore careers by that same code. Results from Holland Self-Assessment tool found in Career Choices in N.C. User's Manual.
- Using the Career Choices Tabloid, discuss with students the following Holland Codes:
  R = Realistic
  S = Social
  I = Investigative
  E = Enterprising
  A = Artistic
  C = Conventional
- Tape the six sheets (with one letter on each sheet) in six different locations in the classroom.
- Read a description from Career Choices in North Carolina of each code. Have students go to the location and stand if the description sounds like what they are like or would like in a work setting.
- Have students process with their group similar interests, preferences.
- Review with students that this is only one means of assessing work preferences and that the first letter is the preferred work setting.

PARENT:

COMMUNITY:

EVALUATION: Students can identify the six Holland Codes and apply it to their preferred work setting.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction

OBJECTIVE: 005.08 Use employability and job readiness skills in work-based learning experiences.

GRADE: 7

OUTLINE: Students participate in a job shadowing experience to observe work based readiness skills

ACTIVITIE/STRATEGIES:

TEACHER/COUNSELOR
- Plan for students to participate in a job-shadowing experience that is related to students interest.
- Check out www.jobshadow.org for JobShadow Day, including step by step procedures for organizing this event.
- Give students a list of workplace skills such as the SCANs prior to the job shadow day. Students will check each skill they observed in the workplace.
- Have students develop a list of interview questions for the employer. Students will report their findings in class.
- If a group of students is visiting one place, divide the workplace skills observation list among the students. The group can report their findings of the workplaces to the class in the form of a report.
- If leaving the school for job shadowing is not an option, use the Virtual Job Shadow available at www.jobshadow.monster.com Virtual Job Shadow gives students a chance to shadow various career mentors via the Internet. Students explore the types of education and experience needed to do a myriad of jobs. At the same time, students will see what the job market in those specific fields is like and what they can do to prepare for their futures.

PARENTS: Discuss with your child the skills required in your workplace. Participate in "Take your Child to Work" Day.

COMMUNITY: Invite local speakers to discuss workplace skills needed and how they relate to the students course of study.

EVALUATION:
- Students know how to access the Internet to learn about careers of interest.
- Students can identify specific work place skills that need to be learned/developed.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.09 Select course work that is related to career interests.

GRADE: 8

OUTLINE: Students will explore the educational requirements for a range of career options from the State Career Pathways and identify specific careers within each cluster.

ACTIVITIES/STRATEGIES:

RESOURCE: 11 Career Pathways Clusters, high school registration handbook.
www.dpi.state.nc.us
www.soicc.state.nc.us
www.esc.state.nc.us
www.careerjourney.vsgc.odu.edu
www.monster.com

TEACHER/COUNSELOR

- Distribute the list of the 11 North Carolina Career Pathways:
    I. Agriculture and Natural Resources Technologies
    II. Arts & Sciences
    III. Biological & Chemical Technologies
    IV. Business Technologies
    V. Commercial & Artistic Production Technologies
    VI. Construction Technologies
    VII. Engineering Technologies
    VIII. Health Technologies
    IX. Industrial Technologies
    X. Public Service
    XI. Transportation Technologies

continued

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.09 Select course work that is related to career interests.

GRADE: 8

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continued

- Teams will be assigned a career cluster to research. This may take 1-3 class periods as needed.
- Teams will agree on a chairperson, recorder, technical person, and an editor/proofreader.
- Effort should be made to assign students to a cluster in which they have an interest.
- Students research as a team to determine the following:
  - XII. A general description of the career cluster
  - XIII. A list of 15-20 careers in the cluster
  - XIV. The job outlook for the cluster
  - XV. Promising career paths (not jobs) within the cluster
  - XVI. Information about skills needed in each cluster.
- The team will develop a written report with visual information if possible.
- Each member of the team will contribute to the delivery of the report to the class.

COUNSELOR: Follow up with guest speakers and/or field trip. Serve as a resource to students.

PARENTS:

COMMUNITY: Provide speakers, site visitations.

EVALUATION: Students are able to list several career paths within each of the 11 State Career Pathway clusters.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.10 Maintain a career-planning portfolio.

GRADE: 7-8

OUTLINE: Students begin the process of keeping information related to interests, achievement, hobbies, course requirements, etc. for post-secondary planning purposes.

ACTIVITIES/STRATEGIES:

RESOURCES: NC Mentor, Handout "Career Portfolio Contents"

TEACHER/COUNSELOR:
Portfolios: Career planning portfolios can include many items and a variety of information. The organization and content of the portfolio are dependent upon its purpose and mission identified by each school district. Suggested contents might vary, depending upon whether the portfolio is electronically maintained (NC Mentor) or maintained and stored by hand.

Early in the year introduce the concept of portfolio to students in an activity such as the following:

- Assign students to bring to class 2-3 items that illustrate something about themselves. This can be something that demonstrates a hobby, interest, etc. This is a great team building activity since students often learn interesting things about their classmates they did not previously know.
- Ask students to "design" a cover for their portfolio that will be used all year to house important information related to their progress. Students should be given a week to complete this task.

TEACHER EXTENSION:

- Students share their designs
- Decide as a class the headings for the portfolio sections.
- At least monthly, review the portfolio contents.
- At the end of the year have a process for students to present their portfolio contents to a panel of employers and receive feedback.

PARENT: Assist students in collecting information for a portfolio.

COMMUNITY: Seek volunteers from the community to offer feedback to students about their portfolios.

5.10 ATTACHMENT

CAREER PORTFILIO CONTENTS

- Academic Achievements
- Attendance
- Career Interest inventory results
- Career Plans
- Community Service
- Cover Letters
- Demonstration of Writing Skills
- Examples of Projects
- Exceptional Skills
- Extracurricular Activities
- School Profile
- Test Scores
- Transcripts
- Work-Based Experiences

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING
CAREER DEVELOPMENT

COMPETENCY 006.00 Understand the relationship between personal qualities, education and training, and the world of work.

OBJECTIVE: 006.01 Investigate how work can help to achieve personal success and satisfaction.

GRADE: 6

OUTLINE: Students will use teamwork to explore how work brings success and satisfaction to the worker and the customer.

ACTIVITIES/STRATEGIES:

RESOURCE: Career videos from Enter Here, or Pathways from SOICC. Various pictures of workers.

TEACHER:

COUNSELOR:
- Using career videos or pictures have students view pictures of people at work. Example: Computer technician, electrician, real estate agent. Your questions will vary depending upon the career area being viewed.
- Have students in groups choose a reporter, a recorder, and a leader so that the group can report to the entire class its results.
- Students will spend fifteen minutes as a group discussing and formulating answers to the following:
    - I. Make a list of five (5) ways members of your group know how to use a computer.
    - II. Think of at least one project for which the computer technician, electrician, and real estate agent would need to work together to finish successfully. Discuss your ideas.
    - III. Explain the difficult tasks a real estate agent can do to help families. If a real estate agent has helped your family as part of his/her job, what did he/she do?
    - IV. Name at least five items an electrician can install or repair in a home or in a business.

PARENT:

COMMUNITY: Invite a banker or real estate agent to discuss community involvement activities in which they participate.

EVALUATION: Students can name positive results from work.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Understand the relationship between personal qualities, education and training, and the world of work.

OBJECTIVE: 006.02 Indicate personal preferences and interests that influence career choices and success.

GRADE: 8

OUTLINE: Students participate in a "Career Fair" activity designed to illustrate their career preferences and interests.

ACTIVITIES/STRATEGIES: This is an activity that will require advance team planning.

TEACHERS/COUNSELORS:

- Survey students early in the year. Ask them to choose three careers they are interested in.
- Contact possible speakers.
- Ask speakers to be prepared to talk five minutes on:
    - Education needed • Job description • Typical day • Salary range • Advantages, disadvantages and helpful hints
- Group speakers into career pathways/clusters, four to five speakers in each cluster located in different stations throughout school:
    - Business • Communication • Sports and Recreation • Public Service • Environmental • Construction • Transportation
- Assemble and show students which careers are to be represented. Each student should choose two areas to attend.
- Students are asked to dress as though they will be interviewed.
- Every 30 minutes, the students rotate stations. They will be able to hear and talk with 8-10 people. Representatives could be invited to eat lunch with them.
- Students could be used as moderators of each panel (Trained in advance).
- Maps of where each station will be and signs indicting direction will be available.
- Use name tags for all panelists and student helpers.
- Thank you letters to be handwritten afterwards.
- Small appreciative tokens can be given to each visitor.

PARENT:

COMMUNITY: Participate in Career Fair.

EVALUATION: Students can name at least one career for further exploration. They can name an educational requirement for the career and two sources for more information.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY **006.00 Understand the relationship between personal qualities, education and training, and the world of work.**

OBJECTIVE: 006.03 Understand that the changing workplace requires lifelong learning and acquiring new skills.

GRADE: 8

OUTLINE: Students will identify educational options available after graduation.

ACTIVITIES/STRATEGIES: NC Mentor Web Site

TEACHER:

- Have on chart or handout **Post-Secondary Educational Options**. Make sure students understand that "secondary" means high school.
  1. Military: pays you for job training/education
  2. Apprenticeship: allows you the opportunity to try it to see if you like it.
  3. Correspondence Courses: allows you to work at your own pace.
  4. Community College System: provides two year college transfer programs, associate degree technical training in the major career pathways, and charges less tuition than four year colleges/universities.
  5. Four Year College/University: allows in-depth study of your chosen field in which you could earn a B.S. (Bachelor of Science) or a B.A. (Bachelor of Arts).
- Handout: **Post-Secondary Educational Options** to each student and answer any questions about the terms.
- Handout: **Action Plan for Post-Secondary Educational Choice** to each student.

Students can use the Action Plan while visiting NC Mentor. The student can access NC Mentor at home or at school. Students can browse the Careers Database listing all the careers in North Carolina in alphabetical order. The user will be able to click on any of the careers and get an overview of that career as well as the educational requirements for that career. If the database has specific college information, that college will be listed with a link to its campus tour on NC Mentor and a link to the Campus' official website.

- Have students complete the worksheet with assistance from NC Mentor website.
- Ask students to retrieve information from several post-secondary educational options so that they can do a comparative analysis at a later date.

COUNSELOR: Assist the teacher in the activity. Instruct parents and students in the use of NC Mentor.

PARENT: Visit the NC Mentor website for vital information related to post-secondary options and financial aid planning.

COMMUNITY:

EVALUATION: Students can access information relevant to post-secondary education planning.

6.03 ATTACHMENT

POST-SECONDARY EDUCATIONAL OPTIONS

- **Military**
- **Apprenticeship**
- **Correspondence**
- **Community college system**
- **Four-year college/university**

What do I need to consider before I choose?

- your interests and abilities
- time available to you for training
- money available to you
- your expected working conditions:
    Work for yourself or someone else?
    Work alone, with people, with things?
    Work fixed or flexible hours?
    Work indoors or outdoors?
- Your expected lifestyle:
    Fast-paced or slow?
    Work time vs. free time?

6.03 ATTACHMENT

NEXT STEPS FOR POST-SECONDARY PLANNING

Write a plan of action to help you explore your options. Do some research using tools such as NC Mentor and answer these questions:

My identified career interests: (Have I taken the *Career Key Interest Assessment*?)

____

____

____

Where is training/education available for this career?______________________________

How long is the education/training period for this career?______________________________

How much will the training cost?______________________________

What is the future outlook for this career?______________________________

____

What are the general conditions for this work?______________________________

____

What high school courses will I need to take that would help me prepare for this career?

____

____

____

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Understand the relationship between personal qualities, education and training, and the world of work.

OBJECTIVE: 006.04 Give reasons for the effect of work on lifestyles.

GRADE: 7

OUTLINE: Students will create a web chart to illustrate how work affects the quality of one's life.

ACTIVITIES/STRATEGIES:

TEACHER:

- If students are unfamiliar with web charts, explain that they are a way of brainstorming that links related ideas.
- Write the words"CAREER" and "WORK" on the board.
- Divide the class into two teams.
- Ask students what comes to mind when they hear the word. Assign one word to each team.
- Ask them to develop a web chart for the word. Example:
  fun
  satisfying
  team player
  new skills
  money
  career
  new technologies
- Students share their web charts and discuss their reasoning.
- Ask students: What does this tell you about our perception of work? Of careers?
- Looking at the charts what positives are there? Challenges? How are the charts similar?
- How is a career more than work?

COUNSELOR: Assist with the activity.

PARENT:

COMMUNITY:

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EVALUATION: Students can list how work and careers affect lifestyle.

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Understand the relationship between personal qualities, education and training, and the world of work.

OBJECTIVE: 006.05 Understand the importance of equity and access in career choice.

GRADE: 8

OUTLINE: Students interview persons in non-traditional careers. They will apply the concepts of equity and access to career exploration.

ACTIVITIES/STRATEGIES:

TEACHER:

- Introduce the terms equity and access. Have students brainstorm their definitions.
- Write definition of board. Ask students to think about careers that traditionally were not open to one gender or another. Write on board.
- Discuss equity in sports. What are some examples from the past that excluded one sex from a sport?
- Discuss equity and access in the military? Give examples from the past.
- Ask students to think about how public opinion influences equity and access? What are some examples from history?
- Have students interview their parents or grandparents for information about changes in equity and access during their lives. How did having (or not having access to a career influence their career choice?)
- Have a handout or put on the board these statistics for students to read:
  (From *Girls and Women Today: Data and Statistics Affecting Girls and Women Today* National Alliance for Partnerships in Equity 3105 South Street, N.W. Washington, D.C. 20007 (202) 338-1968)

Females are:

9% of all engineers • 3.8% of aerospace engineers • 6.2% of mechanical engineers •
9.2% of aviation maintenance technicians • 4% of computer scientists • 17.6% astronauts

- Ask students to think about and discuss what part access and equity might play in these statistics.
- Have students take a stand on one of the issues discussed such as "Should women participate in the combat units of the military?" Students could conduct research, use critical thinking and reasoning skills in the exercise.

COUNSELOR: Share information about nontraditional occupations with students and teachers.

PARENT: Participate in the interview.

COMMUNITY: Invite persons from the community who are in non-traditional careers speak to the class about challenges they faced.

EVALUATION: Students will identify how equity and access can affect one's career.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Understand the relationship between personal qualities, education and training, and the world of work.

OBJECTIVE: 006.06 Understand that work is an important and satisfying means of personal expression.

GRADE: 7

OUTLINE: Students will explore careers and associated lifestyles to determine how work satisfies one's interests and needs.

ACTIVITIES/STRATEGIES:
RESOURCE: Teacher's Guide to the Bureau of Labor Statistics Career Information, http://stats.bls.gov/k12/html/edu_tch.htm
This portion of the Department of Labor Educational Resources Site is an introduction to career guidance information appropriate for 6-7 grades. This site is designed to attract the interest of students with a wide variety of interests and talents.

Career Carnival and Kaleidoscope of Careers : Career Videos available through SOICC, http://www.soicc.state.nc.us/soicc

The Career Key http://www.ncsu.edu/careerkey/indes.html
This is an on-line career assessment tool developed by Dr. Lawrence Jones of North Carolina State University. This site does an excellent job of combining interest, personality, abilities, values and work preference assessments into Holland types with direct links to the Occupational Handbook Website, http://jobshadow.monster.com/profiles

TEACHER:
- Say to students: "There are important questions for you to be asking yourself now and throughout your life. Who am I? What makes me unique? What do I have to offer? What are my values? What do I want out of life? What can I contribute? Gathering information about yourself is the first step on the path to discovering a satisfying career direction. Developing an under standing of your interests, aptitudes, and abilities, personal traits, and values will help. Also helpful is to find out about people who are already in jobs that interest you".
- Have students either participate in a jobshadow experience, interview someone in their neighborhood or family, or take a "virtual" jobshadowing experience through the jobshadow website.
- Have students develop questions appropriate for an employer to gain information about the work setting and what aspects about the job is most enjoyable, least enjoyable. What are the benefits and drawbacks. If the students conducts a virtual jobshadow the same questions can be answered from reading a mentor profile.
- Have students write/share findings with class.

PARENT: Contribute information for the career interview.

COMMUNITY: Participate in jobshadowing, mentoring.

EVALUATION: Students can give examples of how work is satisfying in ways other than monetarily.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Understand the relationship between personal qualities, education and training, and the world of work.

OBJECTIVE: 006.07 Demonstrate how to use conflict management skills with peers and adults.

GRADE: 6

OUTLINE: Students will replace negative statements with positive ones to improve conflict management skills.

ACTIVITIES/STRATEGIES: Transparency "Resolving Conflict Is:"

TEACHER:

COUNSELOR:

- Show the transparency to open discussion about conflict. Say to students: "Conflict is a natural part of life. What would life be without conflict? There are times when it motivates us to do positive things. Sometimes poor communication escalates conflict so that there is no positive outcome however. Ask for examples. Conflict resolution is 80% listening and 20% problem-solving.
  Today we will practice effective communication...one of the best conflict resolution strategies.
- Write on board or sheet paper "You don't have to blow out my candle to make yours glow brighter". Discuss meaning with students. Explain "killer" and "booster" statements.
- Killer statements tear down; Booster statements make a person feel worthwhile, capable, skillful. Killers and boosters can be verbal or nonverbal.
- Demonstrate the following examples so students can identify as "killer" or "booster" statements:
  Examples: What a dumb answer! – Patting someone on the back – Turning away – Smiling – Making faces/Rolling eyes
- On newsprint have students write "killer" statements that are typically heard.
- Discuss the effects of these comments on the class.
- Cut shapes of very large feet out of paper and write "booster" statements on them.
- Have students tape footprints over negative statements – thereby stamping out "killer" statements. Read some aloud.
- Have students write boosters to someone who deserves special appreciation.

PARENT:

COMMUNITY:

EVALUATION: Students can write in their journals one thing they will do to develop positive communication skills.

6.07 ATTACHMENT

RESOLVING CONFLICT IS........

80% LISTENING

20% PROBLEM-SOLVING

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Understand the relationship between personal qualities, education, and training, and the world of work.

OBJECTIVE: 006.07 Demonstrate how to use conflict management skills with peers and adults

GRADE:7

OUTLINE: Teachers and students jointly develop roles and expectations for behavior to improve classroom interaction.

ACTIVITIES/STRATEGIES:

TEACHER:
- Very early in the year discuss with students classroom expectations and rules.
- Use **"My Job Is"** exercise to jointly develop classroom norms for behavior. It should specify examples of jobs which are yours and jobs which are the students. Expectations for conflict resolution in the classroom should be clear.
- Once classroom rules have been established use the following involvement phrases in agreeing on the jointly established rules:
  The rule is..... The policy is..... What we decided then is.... My (teacher's) jobs are.... Your (students) jobs are....
- Discuss with students the concept of responsibility in the classroom.
- Use **"What's The Rule"?** when reminding students about the classroom rules jointly developed. This exercise helps teachers :
  I. Save time.
  II. To not talk too much at the moment of conflict resolution.
  III. To emphasize the solution rather than the problem.
  IV. To use thank you.
  V. To avoid debate and excuses.
  •Ask "What's the rule?" •Or, ask "Can you do that?" •Say "Thank you, I appreciate it."

COUNSELOR: Counsel with students who have difficulty resolving conflict.

PARENT: Communicate early with parents about school policies and student behavior difficulties.

COMMUNITY:

EVALUATION:
- Students help develop classroom rules.
- Students know conflict resolution strategies.

PERSONAL/SOCIAL DEVELOPMENT

Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

Competency Areas

- Acquire Self-Knowledge
- Acquire Interpersonal Skills

Make decisions, set goals, and take appropriate action to achieve goals.

Competency Areas

- Self-Knowledge Applications

Understand safety and survival skills.

Competency Areas

- Acquire Personal Safety Skills

Key Connections:

Character Education, Senate Bill 1139, 1996

Service Learning: A Goals 2000 initiative of the National Governor's Association

SCANS Foundation Skills: Personal Qualities: *individual responsibility, self-esteem, sociability, self-management, and integrity*

SCANS Functional Skills: Interpersonal skills: *working on teams, teaching others, serving customers, leading, negotiating, and working with people from culturally diverse backgrounds*

NC Education Standards and Accountability Commission Competencies: *communication, problem-solving, teamwork*

Safe Schools Act: Ensures a plan of safety within the School Improvement Plan.

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BENCHMARKS

National Standard Area: __Academic ___Career __Personal/Social

Establish a benchmark for a specific student outcome. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan targeting transition points. [illegible]

National Standard:

Student Outcome:	Benchmark:End of Grade 6	Benchmark End of Grade 7	Benchmark:End of 8

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.01 Develop a positive attitude toward self as a unique and worthy person.

GRADE: 6

OUTLINE: Students will participate in a discussion about what makes something valuable. They will discuss how being valuable applies to human beings. Students will make a snowflake to represent how each person is unique. They will write their name on one side of the snowflake and on the other side, write one thing that makes them unique as a person.

ACTIVITIES/STRATEGIES:

TEACHER:
- Lead a discussion about the following key terms and phrases: value and worth, valuing oneself, self-worth, and uniqueness. Explain to students that they will have an opportunity to do an art activity which demonstrates the quality of uniqueness.
- Distribute paper and scissors to each student.
- Give instructions for making snowflakes. (See attachment)
- Point out that each snowflake is unique – each is different, but equally beautiful.
- Have students write their name on one side of the snowflake and on the other side, write one thing that makes them unique as a person.
- Have students share the snowflakes and what they have written with the class.
- Collect snowflakes and make a collage or bulletin board out of them.

COUNSELOR:
- Share self-esteem resources with teacher and class.
- Counsel students who have issues and concerns with their self-worth.

PARENT:
- Provide opportunities for child to learn new skills.
- Point out areas where child excels.
- Model healthy self-esteem

COMMUNITY: Offer recreational activities for school children.

EVALUATION:
- Students participate in discussion
- Students make snowflakes
- Students write what makes them unique and share this, and their snowflake, with the class.

7.01 ATTACHMENT

HOW TO MAKE A SNOWFLAKE

1. Distribute one sheet of paper and a pair of scissors to each student.
2. Have each student fold the sheet of paper in half and cut one large circle out of it.
3. Next, have students fold the circle in half and then fold the semi-circle into three equal parts to create a wedge.
4. Have students fold the wedge in half.
5. Instruct each student to make sure that his or her paper is folded properly before cutting snow flake patterns.
6. Have the students use scissors to cut out small sections of the folded paper making designs in both sides of the folded circle, any way they prefer.
7. Have students open up their snowflakes.

BEST COPY AVAILABLE

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.02 Document change as a part of growth.

GRADE: 6

OUTLINE: Students will participate in a discussion about change as a necessary part of growth.. They will complete sheets by filling in information about themselves as they were in the past, and how they have changed over the years. Students may share one or all of the changes noted on their sheets with the class. Together, the class will create a poem about how they have collectively changed.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about how change is a necessary part of growth. Include information about how pre-adolescent and adolescent periods in a student's life can sometimes be confusing and awkward because of many factors, including physical changes that students undergo, peer relations issues, peer pressure, expectations placed on students, etc.
- Remind students that though this phase may seem difficult, it does not have to be, and that gowth can be positive. Ensure them that they will get through this phase.
- Distribute an information sheet to each student. (attachment 7.02)
- Instruct students to complete the information requested.
- Ask for volunteers to share information from their sheets.
- Have the class create a poem about their collective growth based on a format which you create, or a format such as the following:

  When we were younger, we couldn't ...
  But now that we are older, we can...
  When we were younger, we couldn't...
  But now that we are older, we can...

COUNSELOR:

- Share resources about pre-adolescent and adolescent phases of development with the teacher, students and parents.
- Counsel students who view their changes and growth negatively.
- Offer workshops about pre-adolescent or adolescent phases of development.
- Offer sharing and support sessions for parents.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.02 Document change as a part of growth.

GRADE: 6-8

Continued

PARENT:
- Talk to child about feelings and issues which may be encountered as child grows and develops.
- Let your child know you are interested in and supportive of him or her during difficult phases of development.

COMMUNITY:
- Provide recreational activities.
- Offer workshops for parents on how to help teens through pre-adolescent development phases.

EVALUATION:
- Students participate in discussion.
- Students complete information sheets.
- Students help create poem about class's collective growth.

7.02 ATTACHMENT

INFORMATION SHEET

	MY YOUNGER SELF	MY NEW SELF
PHYSICAL APPEARANCE		
FAVORITE THINGS TO DO		
FRIENDS		
HOBBIES		
FAVORITE SUBJECTS IN SCHOOL		
BELIEFS		
BEHAVIOR		

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.03 Classify and appropriately express feelings.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about how different events- and our thoughts about those events- cause us to have various feelings. They will think about the feelings they have experienced since awakening today. Students will then view a listing of various feelings which have been printed on newsprint and posted in the classroom. They will write events/situations under the appropriate feelings. Students will then work in groups to explore appropriate ways to handle more difficult feelings such as anger and sadness.

ACTIVITIES/STRATEGIES:

TEACHER:
- Write various feelings on newsprint (one feeling per sheet) and post around the classroom.
- Initiate a discussion about how different events- and our thoughts about those events- cause us to have various feelings.
- Point out that our lives are like roller coaster rides in that we are lifted up by our good feelings and pulled down by our bad feelings. And there are many stops in between with the other feelings we experience as a result of life events.
- Instruct students to think of situations/events which could cause the feelings posted.
- Have students take turns writing those situations on the appropriate sheet of newsprint.
- Discuss the fact that some of the feelings are more difficult to handle than others, eg. sadness and anger.
- Divide class into groups of students. Assign each group a difficult feeling and instruct them to explore appropriate ways to handle the difficult feeling.
- Have one or two students from each group to share with the class.

COUNSELOR:
- Share appropriate resources about feelings with teacher and class.
- Offer group counseling for students who have difficulty controlling anger and for students who are experiencing loss.

Continued

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.03 Classify and appropriately express feelings

GRADE: 6-8

Continued

PARENT:

- Listen to child.
- Be supportive when your child is experiencing a difficult situation.
- Share information about a time in your life when you experienced difficult situations.
- Provide opportunities for your child to engage in pleasant family activities.

COMMUNITY:

EVALUATION:

- Students will discuss how events affect our feelings.
- Students will list situations/events which cause us to feel a certain way.
- Students will explore ways to handle difficult feelings and share with class.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.04 Distinquish between appropriate and inappropriate behaviors.

GRADE: 6-8

OUTLINE: Students will listen to definitions of passive, aggressive and assertive behaviors. They will be presented with information about the characteristics of these behaviors. Students will complete a worksheet on which they indicate whether responses to certain situations are passive, aggressive, or assertive. Students will then practice responding to various situations in an assertive manner.

ACTIVITIES/STRATEGIES:

TEACHER:
- Explain the characteristics of passive, aggressive and assertive behaviors.
- Explain to students the importance of being assertive. Point out that being assertive reinforces feelings of self-worth, and that assertive behavior is necessary for successfully settling conflicts and for having comfortable conversations.
- Share with students that much of the time we are passive and aggressive rather than assertive; and that assertive skills need to be practiced.
- Distribute worksheets (attachment) to students and instruct them to mark whether the responses to given situations are passive, aggressive or assertive.
- Review the correct answers with students. Allow students an opportunity to practice using assertive skills by stating a situation and calling on students to respond to the situation assertively.

COUNSELOR:
- Share resources about behaviors with teacher and class.
- Offer group and individual counseling for aggressive students.

PARENT:
- Model assertive behavior.
- When child behaves inappropriately, ask him/her how he/she could behave in an appropriate manner.
- Discipline child who continues to be aggressive in a consistent and firm, but loving manner.

COMMUNITY:

EVALUATION:
- Students will listen during discussion of behaviors.
- Student will complete behavior worksheet.
- Student will practice using assertive behaviors.

7.04 ATTACHMENT

PASSIVE, AGGRESSIVE, OR ASSERTIVE?

For each situation listed below, write whether the response is passive, aggressive or assertive.

Situation # 1: Your teacher made a mistake averaging your grade.
Response:

____________"My grade is different from what I think it should be. Would you mind averaging it again?"

____________Do nothing about the mistake.

____________"You didn't average my grade right!"

Situation # 2: Your best friend asks you to do something that you think is wrong.
Response:

____________"I don't feel comfortable doing that. I'd rather not."

____________"Maybe. I'll think about it."

____________"No way! You are crazy and you're going to get in trouble!"

Situation # 3: The cashier in the cafeteria gives you the wrong change.
Response:

____________"You're trying to cheat me!"

____________"Excuse me, I don't believe you gave me back the right amount of money."

____________Say nothing about the mistake.

Situation # 4: A friend asks you to copy your homework assignment.
Response:

____________"I don't feel comfortable doing that because I spent a lot of time on this, and I don't want to get into trouble for cheating."

____________"No way! You shouldn't be so lazy. Do your own work."

____________"I guess it will be all right for you to copy it."

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CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.05 Examine personal boundaries, rights and privacy needs.

GRADE: 6-8

OUTLINE: Students will think about rights that we have as human beings. They will list a right on an index card and participate in a discussion about those rights.

ACTIVITIES/STRATEGIES:

TEACHER:
- Discuss with the class the fact that as human beings, we all have certain rights.
- Ask students to think about the rights that we have and to write one on an index card which you distribute.
- Allow volunteers to share what they have written. Examples may include the right to learn in a safe and peaceful environment; the right to be protected from physical harm and verbal abuse; the right to have our concerns heard; the right to be treated with kindness and caring.
- Make sure to point out any important rights that students fail to mention, such as the right to privacy.
- Discuss all of the rights that are mentioned.
- Point out that along with our rights, come responsibilities and boundaries. For example, just as we have the right to be treated with respect, we have the responsibility to treat others with respect.
- Collect students' cards and display them on an area of the classroom wall under the heading, "Our Bill of Rights".

COUNSELOR:

PARENT: Talk with child about their rights. Allow child to have privacy.

COMMUNITY:

EVALUATION:
- Students will participate in discussion about our rights.
- Students will list rights on an index card and share these with class.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.06 Practice self control.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about self-control. They will then participate in an experiment in which they will be timed for one minute to see if they can control their behavior. After a discussion of the results of the experiment, volunteers will pick a self-control situation from a bag, read it aloud, and respond to it.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the importance of having good self-control. Remind students that each of us is responsible for our own behavior and each of us must face the consequences for our actions. Explain that when we don't use self-control, our behavior can cause embarrassment or harm. Have students participate in a self-control experiment in which they will be timed for one minute to see if they can control themselves. Instruct them to sit very still for 60 seconds without talking, laughing, or moving.
- Write down the names of students who laugh, move or talk during the minute.
- Discuss the results of the experiment.
- Include questions such as would the experiment have gone differently if students' lives depended on them sitting still; if their grades depended on them sitting still; etc.
- Show students a bag. Tell them you have written several situations concerning self-control – one per sheet of paper, and placed them in the bag.
- Have student volunteers (one at a time) to pick a situation out of the bag to respond to. Example situations: You are in art class. Your teacher has instructed students to watch as she demonstrates how to fold and cut paper to make a butterfly design. You pick up your scissors before she has finished and start making cutting motions and sounds.
    - I. Which behavior shows poor self-control?
    - II. What might happen because of your actions?
    - III. How can you show better self-control when the teacher is giving instructions and demonstrating?
- During lesson closure, remind students to work on their self-control at all times and to be aware of when they are not in control. During those times, they should try to do something positive to get it back.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT.

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.06 Practice self control.

GRADE: 6-8

Continued

COUNSELOR:
- Share self-control resources with teacher and class.
- Provide group counseling for students who need help with self-control.

PARENT:
- Set limits for young children so that they learn to set limits for themselves.
- Show appreciation when children practice self-control.

COMMUNITY:

EVALUATION:
- Students participate in discussion.
- Students participate in experiment.
- Students choose situations from bag to respond to.
- Students demonstrate use of self-control techniques on a regular basis.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.07 Demonstrate cooperative behavior.

GRADE: 6-8

OUTLINE: Students will work in groups of two to complete a drawing project. When everyone has finished each group will share their drawing with the class. They will discuss the experience of working together cooperatively.

ACTIVITIES/STRATEGIES:

TEACHER:

- Define "being cooperative" as the act or process of working with another or others for a common purpose; uniting in action.
- Present information about the importance of working together in a cooperative manner.
- Have students share some examples of times when they cooperated with each other.
- Tell students they will have an opportunity to practice working cooperatively with each other.
- Provide drawing paper, crayons, colored pencils, and felt pens.
- Have students select a partner, or assign partners.
- First they are to agree on what they want to draw. (Examples, a beach scene; children at play; a fruit bowl, etc.)
- Then they take turns completing the drawing with each person working for two minutes, until the drawing is complete.
- Together they decide on a title for their picture.
- When everyone has finished, students respond to questions such as the following:
  - I. How did the activity make you feel?
  - II. How do you feel about the finished product?
  - III. What are some advantages and disadvantages of creating something with a partner?
- Collect the drawings and tape them on the wall under the title, "Cooperative Collage."

COUNSELOR:

- Share resources about cooperative behavior with teacher and class.
- Model cooperative behavior.

Continued

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.07 Demonstrate cooperative behavior.

GRADE: 6-8

Continued

PARENT:

- Show appreciation when child demonstrates cooperative behavior.
- Model cooperative behavior.

COMMUNITY: Offer recreational activities for children to become involved in so they will have opportunities to practice getting along with each other.

EVALUATION:

- Students create a drawing project with a partner.
- Students share project with class.
- Students discuss the process of working cooperatively with each other.
- Student continue to show cooperative behavior daily.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.08 Document personal strengths and assets.

GRADE: 6-8

OUTLINE: Students will make commercials or advertisements selling themselves. They will share the commercials and advertisements with the class.

ACTIVITIES/STRATEGIES:

TEACHER:
- Lead a discussion about how each of us is unique, and while there are some things we may not be good at, each of us has something that we do well.
- Have each student think about questions such as the following:
    - I. What do I like about myself?
    - II. What do other people like about me?
    - III. What do I do well?
    - IV. What things do I do to help other people?
    - V. What pictures or words remind me of myself?
- Explain to student that they will have an opportunity to "sell themselves." Instruct them to make an advertisement or a one minute radio-TV commercial in which they highlight their personal strengths and assets.
- Provide poster paper, markers, pencils, scissors, glue, and old magazines.
- When students have finished, have them share their advertisements/commercials.
- Remind students to be respectful of each other's advertisements and commercials.

COUNSELOR:
- Share self-esteem resources with teacher and class.
- Counsel students who have issues and concerns with their self-worth.

PARENT:
- Provide opportunities for student to learn new skills.
- Point out areas where child excels.
- Model healthy self-esteem.

COMMUNITY: Offer recreational activities.

EVALUATION:
- Students participate in discussion.
- Students make advertisements or commercials.
- Students share advertisements or commercials with class.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.09 Anticipate changing personal, family and social roles.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about how we change and how our roles in family and society change. Students will brainstorm future changes that will occur.

ACTIVITIES/STRATEGIES:

TEACHER:

- Discuss with students the fact that as we get older, we change, and our roles in our families and society change also. Talk with students about what it was like to be a baby. What were they capable of doing? How about when they were five years old? Ten years old? Point out to students that they are now capable of doing many things for themselves that they could not do when they were younger. Just as they have changed, their role in the family has probably changed as well.
- Someone used to have to take care of them, whereas now that they are older, they may have the responsibility of taking care of a younger sibling.
- In school they may be looked to for leadership. They may be asked to be in charge of certain activities.
- Point out that personal change and change in family and social roles is to be expected; it is part of growing up.
- Have students brainstorm future changes that may occur and list these on the board.
- Example may include graduating from middle school to high school; getting a driver's license and being able to take siblings to practice and appointments.

COUNSELOR:

PARENT:

- Assign child tasks appropriate for his or her age or maturity level.
- Show appreciation to child when he or she is capable of accomplishing a task.

COMMUNITY:

EVALUATION: Students will brainstorm future changes that may occur.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.10 Establish that everyone has rights and responsibilities.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about rights and responsibilities. They will complete a worksheet on which they check off the rights they have now and the ones they would like to have. They will decide how they can get the rights they would like to have.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the fact that everyone has rights and that along with these rights come responsibilities. Give examples such as the right to a free education and the responsibility to attend school regularly, do homework, etc. Have students share other examples.
- Distribute teacher-made worksheet on which specific rights are listed. (Examples: The right to be treated with respect. The right to privacy.)
- Instruct students to complete worksheets by checking which rights they have and which ones they would like to have.
- When students have finished, read the items on the worksheet aloud and have students raise their hand if they have that right.
- Have them raise their hand if they would like to have that right.
- Have students discuss ways their classmates can get the rights they would like to have.

COUNSELOR: Share information on responsibility with teacher and class.

PARENT:

- Talk with child about issues he or she is concerned about: his or her feelings, need for privacy.
- Give child regular chores to help develop a sense of responsibility.

COMMUNITY:

EVALUATION:

- Students will discuss rights and responsibilities.
- Students will complete rights and worksheets.
- Students will discuss how to get rights they would like to have.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.11 Respect alternative points of view.

GRADE: 6

OUTLINE: Students will participate in class discussion about how our different backgrounds give us different perspectives. They will respond to questions about their various backgrounds and compare their backgrounds with those of their classmates. They will discuss the need to respect different viewpoints.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about how our different backgrounds and experiences give us different perspectives. For example, someone living in the city may see pigs as "dirty" whereas someone living on a farm, in the country, may see pigs as "great."
- Point out that seeing things differently is okay; different viewpoints help us to see the whole picture.
- Distribute worksheet to each student on which a large pair of glasses is drawn.
- Explain to students that you will be asking them questions about their backgrounds.
- Instruct them to draw small designs or symbols on the lenses of their glasses in response to the questions.
  Sample questions:
    I. What is your country of birth?
    II. How many sisters and brothers do you have?
    III.Have you ever lived in a big city? On a farm?, etc.
- Have students count off by sixes and divide into groups with all the ones in a group, all the twos in a group, and so on.
- Instruct group members to compare their glasses. Are any the same? What are the differences? How do the differences cause you to see things differently?
- After they have compared, have the class discuss why it is important to respect people's different points of view.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.11 Respect alternative points of view.

GRADE: 6-8

Continued

COUNSELOR:
- Share resources on multicultural awareness with teacher and class.
- Model tolerance.

PARENT:
- Allow children opportunities to voice their points of view.
- Model tolerance.

COMMUNITY:

EVALUATION:
- Students participate in discussion.
- Students respond to questions about their backgrounds.
- Students show tolerance when comparing glasses.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.12 Recognize, respect, and appreciate ethnic, cultural, and individual diversity.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about the different cultures, languages, and heritages that make up our society. They will respond to questions about themselves on a paper leaf. Each student will share his leaf with the class. The leaves will be placed on a bulletin board under the title, "Our Classroom Tree."

ACTIVITIES/STRATEGIES:

TEACHER:

- Discuss with students the wealth of different cultures, languages, and heritages which make up our society.
- Explain to students that it is this diversity which makes us strong as a nation.
- Point out that our communities and schools are made up of diverse populations as well, and that this helps to make our communities and schools strong.
- Tell students they will have an opportunity to contribute to a bulletin board which shows the diversity of ethnic backgrounds in the classroom.
- Distribute a leaf which has been cut from construction paper to each student.
- Instruct them to answer the following questions on a piece of paper and then they are to transfer the answers neatly to the leaf. Questions:
  I. Your name?
  II. Your ethnic group?
  III.Someone from your ethnic group who makes you feel proud?
  IV.Something about yourself that makes you feel proud?
  (Example: Jamal, Black American; Colin Powell: A/B Honor Roll)
- Explain that their leaves will be put on a bulletin board under the title, "Our Classroom Tree."
- Have each student share his leaf with the class.
- Ask why the person they chose to write on their leaf makes them feel proud.
- Collect leaves and use them to make a bulletin board.

Continued

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.12 Recognize, respect, and appreciate ethnic, cultural, and individual diversity.

GRADE: 6-8

Continued

COUNSELOR:
- Share multicultural resources with teacher and class
- Model tolerance.

PARENT: Model tolerance.

COMMUNITY:

EVALUATION:
- Students participate in discussion.
- Students complete leaves and share with class.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.13 Account for and respect differences in various family configurations.

GRADE: 6-8

OUTLINE: Students will listen to information about how what we think of as "a family" has changed over the years. Students will participate in a discussion about this topic. They will describe their families on a sheet of paper. Volunteers will share their descriptions with class.

ACTIVITIES/STRATEGIES:

TEACHER:

- Talk to students about how a long time ago a typical family consisted of a mother, father and the children. Talk about different family configurations.
- Have students give examples.
- Distribute a sheet of white construction paper to each student.
- Instruct them to describe their family without actually drawing each member. For example, they may write: "Twin brothers, Josh and John" in one corner of the paper. If the twins are babies, student can draw a bottle beside words. Student should write "Me" in the center of the paper. In another corner student may write "Mom and Dad", etc.
- Have student volunteers explain their family sheets with the class, so that classmates can become aware of different kinds of families.
- Emphasize the value of family is in the caring and support of each member.

COUNSELOR: Offer group counseling to referred students in newly separated or divorced family situations.

PARENT: Listen to child's concerns about any particular family configuration issues he or she may have.

COMMUNITY:

EVALUATION:

- Student participates in discussion.
- Student completes family description sheet.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.14 Use effective communication skills.

GRADE: 6- 8

OUTLINE: Students will listen to information about the principles of good communication. They will work in groups to practice effective communication skills as they discuss recent movies.

ACTIVITIES/STRATEGIES:

TEACHER:

- Review with students the principles of good communication, including: eye contact, smile or nod, not interrupting, asking relevant questions, ignoring distractions, and listening.
- Explain to students that they will have an opportunity to practice effective communication skills as they talk about recent movies they have seen.
- First, have students sit in groups of two to four people.
- Each group thinks of four movies that the members have seen. (If students cannot think of four movies, they may use TV shows or books they have read).
- Distribute markers, one pair of scissors and one piece of construction paper to each group.
- Instruct each group to make cards listing one movie per card.
- Turn the cards face down. Then students are to take turns drawing a card and discussing the movie with their group.
- Continue to draw cards until all movies have been discussed, spending about five minutes on each.
- Remind students to practice using the principles of good communication.
- After groups have practiced, discuss with class whether or not all of the principles were used in their groups, and which principles were easy to follow? Which were difficult to follow?

COUNSELOR: Model effective communication skills.

PARENT: Model effective communication skills.

COMMUNITY:

EVALUATION: Students can recognize and use effective communication skills.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.15 Understand that communication involves speaking, listening, and non-verbal behavior.

GRADE: 6- 8

OUTLINE: Students will listen to information about how communication involves speaking, listening, and non-verbal behavior. They will listen to a message which the teacher reads to them and answer questions about the message.

ACTIVITIES/STRATEGIES:

TEACHER:

- Present information to the class about the components of communication: speaking, listening and body language.
- Demonstrate how someone may convey a message with his facial expressions or body movements along.
- Inform students that they will have an opportunity to practice their listening skills by listening to a message and then answering questions about the message.
- Instruct them to listen as you read the following message with a happy voice and facial expression. Message: "You are invited to a pool party to celebrate Sharon's birthday. The party will be at 6:00 on Saturday, August 7th, at Cordea's house. Don't forget to bring your sunscreen!"
- Instruct students to write the message they heard on a sheet of paper.
- Ask for volunteers to answer the following questions about the message: Time? Place? Day? Reason? What to bring? Was the reader happy or sad about the event?
- Review the answers to the questions and tell students to give themselves one point for each right answer.
- Anyone who scores six points demonstrates excellent listening skills. Four to five points, good listening skills. Those scoring less than four points need to work on listening techniques.
- Remind students that to be effective communicators, we have to be good listeners as well as speakers.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.15 Understand that communication involves speaking, listening, and non-verbal behavior.

GRADE: 6- 8

Continued

COUNSELOR:
- Model effective communication skills.
- Listen to students' concerns.

PARENT:
- Model effective communication skills.
- Listen to child's concerns.

COMMUNITY:

EVALUATION:
- Students listen to information being communicated.
- Students listen to message and can correctly answer questions about the message.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.16 Research how to make and keep friends.

GRADE: 6- 8

OUTLINE: Students will participate in a discussion about friendships, including practices they use to make and keep friends. They will list (and rank) at least 10 qualities that they value in a friend.

ACTIVITIES/STRATEGIES:

TEACHER:
- Lead class in a discussion about how friendships develop.
- Have students identify activities and behaviors that lead to good friendships, such as being on a team or in a club together, or offering to help someone with a difficult math problem.
- List the ideas on the board and summarize the main points.
- Distribute to each student a copy of a teacher made worksheet titled, "Qualities I want in a Friend." (The worksheet should include 25 or more qualities such as honest, happy, a good listener, dependable.)
- Have students circle at least 10 qualities and at the bottom of the sheet, list the 10 qualities in order of their importance to them.
- Have several students share with the class two or three of the most important qualities from their sheets.
- In closure, remind students to take note of the qualities that they hear repeated. These are the qualities they would want to demonstrate to be a good friend.

COUNSELOR: Offer friendship groups to students who are loners, or who continually have concerns with forming and keeping friendships.

PARENT: Provide opportunities for child to participate in activities with friends away from school.

COMMUNITY: Provide recreational activities.

EVALUATION:
- Students participate in discussion.
- Students can list the qualities they value in friendships.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.17 Demonstrate respect for self.

GRADE: 6

OUTLINE: Students will listen to information about the importance of respecting self. They will participate in a discussion about ways they show respect for themselves. They will make a creative and colorful acrostic out of their name that shows how they respect themselves. This can support Character Education.

ACTIVITIES/STRATEGIES:

TEACHER:

- Talk to students about the importance of having respect for self. Include information about when we respect ourselves, we do those things we need to do to have happy, healthy, and successful lives. This includes taking care of our bodies by getting enough sleep, having proper nutrition, and keeping ourselves clean; and, taking care of our responsibilities by doing our homework and our chores.
- Have students add ways they show respect for themselves. Explain to students that they will be able to do an art project which demonstrates how they show respect for themselves.
- Distribute construction paper, crayons, and markers.
- Instruct students to write his or her name vertically on the paper. Then, beside each letter, write something they do which begins with that letter and demonstrates self-respect. Example:
  M akes sure he gets enough sleep.
  I s on time for classes.
  K eeps up with homework assignments.
  E ats right!
- Collect acrostics and hang in hallway under title: " We Respect Ourselves".

continued

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.17 Demonstrate respect for self.

GRADE: 6- 8

Continued

COUNSELOR:
- Share resources on respect with teacher and class.
- Counsel student who have issues and concerns with respecting themselves.

PARENT: Model self-respect.

COMMUNITY:

EVALUATION:
- Students participate in discussion.
- Students can complete an acrostic with positive statements.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.18 Recognize the value of the educational process.

GRADE: 8

OUTLINE: Students will explore how high school courses will help prepare them for educational and career opportunities.

ACTIVITIES/STRATEGIES:

RESOURCES: Handouts: Skills Checklist, Graduation Requirements

TEACHER:

- Introduce students to high school course selection prior to receiving registration materials by discussing how high school courses help prepare them for their futures.
  Discussion: Some employers contact schools to inquire about grades, attendance and other information. Why do you think they do this? Allow time for brief discussion. Employers are very concerned about their employees' personal qualities as well as their basic thinking skills and academic skills. They want to know if you will be on time? Will you get along with your co-workers? Will you be responsible?
- Handout **Skills Checklist** . Tell students that these are the skills that are required to be successful life long learners. High School courses and extra-curricular activities together will address many of these skills.
- Discuss the importance of selecting the high school academic course of study that is challenging enough to prepare them for their futures. Handout the North Carolina Graduation Requirements Matrix.
- Discuss the different requirements for **Career Prep, College Tech Prep, College University Prep and Occupational Prep.**
- Have students think about the careers they have been exploring and tentatively decide which academic option is appropriate. Spend some extra time talking to students about the importance of ninth grade coursework in terms of their Grade Point Average (GPA).
- Discuss how the Grade Point Average is calculated. Give students an opportunity to calculate several GPA scenarios to show the impact of ninth grade.
- Discuss the **North Carolina Scholars Program** qualifications.
- Handout school system information on Tech Prep requirements and articulation agreements with the local community college if available.

continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.18 Recognize the value of the educational process.

GRADE: 8

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continued

COUNSELOR: Assist with the activity. Provide information to students, teachers, parents about high school registration. Individually counsel with eighth graders completing a four year academic plan.

PARENT: Offer information sessions to parents about high school courses of study. Include parents in the four year academic plan process.

COMMUNITY:

EVALUATION:
- Students will demonstrate how to calculate the Grade Point Average.
- Students will demonstrate understanding of the academic program options available in high school.

7.18 ATTACHMENT

SKILLS CHECKLIST

I.Academic Skills
- Language Arts
- Science
- Social Studies
- Math
- Physical Education
- Electives

II. Basic Work Skills
- Reading
- Writing
- Mathematics
- Listening
- Speaking

III.Thinking Skills
- Creative thinking
- Decision making
- Problem solving
- Visualization
- Knowing how to learn
- Reasoning

IV.Personal Quality Skills
- Self-esteem
- Self-management
- Individual Responsibility
- Integrity
- Social Ability

NC COURSE OF STUDY *Graduation Rquirements**

Content Area	**CAREER PREP** Course of Study Requirements	**COLLEGE TECH PREP**** Course of Study Requirements	**COLLEGE/UNIVERSITY PREP** Course of Study (UNC 4-yr college) Requirements	**OCCUPATIONAL***** Course of Study
English	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** Occupational English I, II, III, IV
Mathematics	**3 Credits** Including Algebra I	**3 Credits**** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I&II, OR Integrated Mathematics I,II,&III	**4 Credits** (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR IntegratedMathematics I,II,III, and a credit beyond Algebra II	**3 Credits** Occupational mathematics I, II, III
Science	**3 Credits** A Physical Science course, Biology, Earth/Environmental Science	**3 Credits** A Physical Science course related to career pathway (CP), Biology, Earth/Environmental Science	**3 Credits** A Physical Science course, a Life or Biological course (Biology), Earth/Environmental Science	**2 Credits** Life Skills Science I, II
Social Studies	**3 Credits** Government/Economics (ELPS), US History, World Studies	**3 Credits** Government/Economics (ELPS), US History, World Studies	**3 Credits** Government/Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements- US History & 1 elective)	**2 Credits** Government/US History Self-Advocacy/Problem Solving
Second Language	Not required	Not required**	**2 Credits** in the same language	Not required
Computer Skills	No specific course required; students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required; students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education
Career/Technical	**4 Credits In Career/Technical** Select courses appropriate for career pathway to include a second level (advanced) course **OR** **4 Credits in an Arts Discipline** Select courses appropriate for career pathway to include an advanced course	**4 Credits** Select courses appropriate for career pathway to include a second level (advanced) course	Not required	**4 Credits** Vocational education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other requirements	**2 Elective Credits** and other credits designated by LEA **Proficiency on Exit Exam**	**2 Elective Credits** and other credits designated by LEA **Proficiency on Exit Exam**	**2 Elective Credits** and other credits designated by LEA **Proficiency on Exit Exam**	**Occupational Preparation: 6 Credits:** Occupational Preparation I, II, III, IV**** Elective credits/completion of IEP objectives/Career Portfolio-required/No Exit Exam
Total	Depends on local requirements	Depends on local requirements	Depends on local requirements	Depends on local requirements

*Effective for ninth graders entering for the first time in 2000-01.

**A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***This course of study shall be made available for certain students with disabilities who have an IEP, beginning with first time ninth graders in 2000-01. The state Board of Education approved this course of study for the APA process to begin.

****Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.01 Understand consequences of decisions and choices.

GRADE: 6- 8

OUTLINE: Students will participate in a discussion about choices and consequences. They will discuss decisions they have made, how they made the decisions, the risks involved and the consequences of the decision. Students will review the steps necessary for making a big decision. They will practice making decisions.

ACTIVITIES/STRATEGIES:

TEACHER:

- Explain to the class that every day we are faced with choices. We make decisions, and certain consequences occur because of those decisions.
- Have students share some of the decisions they have made recently.
- Ask how they made a particular decision, what risks were involved, and what the consequences of the decision were. Example: Student decided to go to a ballgame on a weeknight. He decided to do this because a friend begged him to go. He risked not having enough time to finish his homework and not getting enough sleep. The consequence was that he was not prepared for class the next day, and was sleepy throughout the day.
- Point out that some decisions require careful thought and others can be made very quickly with little thought.
- Review the following decision-making steps (used when making big decisions) with the class:
    I. Describe the decision that needs to be made.
    II. Gather information.
    III. List all of your choices.
    IV. Study the choices, keeping probable consequences for each in mind.
    V. Decide which one is best.
    VI. Put your choice into action.
- Read situations to the class that involve decisions that have to be made. Call on volunteers to share how they would decide.
- Discuss possible consequences for all of the choices. Example: Your friend asks you if he can copy your math homework. The consequences for allowing him to copy may be your getting caught and receiving a zero on the assignment. The consequences for not letting him copy may be his being upset with you for a while. Point out that our choices indicate what we value in life.
- Also point out that a true friend will not pressure you to do something you do not feel comfortable doing.

Continued

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.01 Understand consequences of decisions and choices.

GRADE: 6- 8

Continued

COUNSELOR: Share resources on choice and consequences with teacher and class.

PARENT: Allow child opportunities to make choices and experience the consequences, when appropriate.

COMMUNITY:

EVALUATION:
- Students participate in discussion.
- Students review the steps necessary for making decisions.
- Students practice making decisions.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.02 Debate alternative solutions to a problem.

GRADE: 6- 8

OUTLINE: Students will listen to information about problem-solving. They will, when presented with various conflict situations involving another person, consider the many different positive ways to solve the problem they are having with the person.

ACTIVITIES/STRATEGIES:

TEACHER:
- Talk to students about how problems are a part of life. Emphasize that good problem-solving skills are important for having happy, healthy lives.
- Point out positive ways of solving problems. Include the following:
  - I.Talk it out
  - II.Take turns
  - III.Compromise
  - IV.Get help
  - V.Apologize
  - VI.Share
  - VII.Take responsibility
  - VIII.Forgive
  - IX.Take a break
  - X.Laugh it away
  - XI.Ignore it
  - XII.Work it out
- Let each student choose one conflict situation from a hat and talk about the best strategy for solving the conflict. Other students may debate alternative solutions.
- Include situations such as the following: My friends call me a nickname that embarrasses me; and My sister always wants to watch a different TV program than I.
- Provide closure by pointing out the good feelings and sense of self-control that come from using a positive problem-solving strategy.

COUNSELOR: Share resources on problem-solving with teacher and class.

PARENT: Model using positive problem-solving strategies.

COMMUNITY:

EVALUATION:
- Students listen to discussion.
- Students choose positive solutions to various conflict situations.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.03 Develop effective coping skills for dealing with problems.

GRADE: 6- 8

OUTLINE: Students will participate in a discussion about the fact that we all have problems in our lives and about the importance of learning to cope. They will brainstorm problem situations and share ways they have coped with these situations in the past.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the fact that all of us encounter problems in our daily lives. Along with all of the happy times when things run smoothly, there are stressful times when we make mistakes, have disappointments and failures, and encounter problems in our lives.
- Point out the importance of recognizing when we are feeling stressed about a problem or situation.
- Have students brainstorm some of the situations that create stress and list them on the board. Examples include problems with grades, changes in the family, enrolling in a new school.
- Have students discuss positive ways they have coped with these problems in the past. Include coping strategies that students may fail to mention, such as writing about their feelings in a journal, talking to a trusted friend or adult, and breaking a task down into small steps.
- Stress that no matter how big a problem may appear to be, solutions can be found. Encourage students to practice different positive coping strategies until they find what works best for them.

COUNSELOR:

- Share resources about coping strategies with teacher and class.
- Counsel students who have difficulty coping with problems.

PARENT: Conduct parent workshops to give parents information related to stressors in children and adolescents. Include information in school publications, handouts.

COMMUNITY: Distribute information to students and families about community recreational activities that can be outlets for stress.

EVALUATION: Students can identify positive steps to take to relieve stress.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.

GRADE: 7

OUTLINE: By identifying feelings associated with behaviors students will have opportunity to identify appropriate response to feelings, rather than reacting negatively.

ACTIVITIES/STRATEGIES:

TEACHER:

- Have students reflect in a journal after a literature assignment.
- Relate what is being learned to similar issues facing students.
- Listen for verbal and nonverbal signs of stress.

COUNSELOR:

- Ask students to identify as many feeling words as they can. List on board.
- Ask "How do our feelings affect us? (behavior, physically, psychologically)"
- Ask "Does everyone have the same response? How do we react differently?"
- Ask "What happens if you don't recognize and express your feelings?"
- Ask "How does one become more aware of their feelings?" (Pay attention to yourself several times a day and note how your body is reacting).
- "Look carefully at the source to see if there is a problem that needs to be solved- do you need to act on it?"
- Remind students of ways to get help from adults.

PARENT:

- Consult with parents about students under stress.
- Offer seminars for parents about adolescent development issues.

COMMUNITY:

EVALUATION: Students can demonstrate ways to get help in the school.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.

GRADE: 6-8

OUTLINE: Students will list problems that young people may have. They will discuss where they may find sources of help. Students will prepare a report on a particular helping agency, using library resources or resources made available to them.

ACTIVITIES/STRATEGIES:

TEACHER:

- Ask students to list problems that young people have. Write these on the board. Examples may include problems with friends, problems with grades, parents' divorce.
- Discuss with students the fact that there are times when they may come up with solutions for handling their problems. For example, if they are having problems with grades, they may ask the teacher for extra help after school.
- Point out that when students have problems, they should think first, "What can I do to help this situation?" When they don't know what to do in a problem situation, students should seek help. Discuss with students where they might find sources of help. These include advertisements in a newspaper, friends or family, telephone directory, school counselor or teacher, or minister.
- Take students to library (this should be scheduled in advance) or make copies of information about various helping agencies. Have students prepare a report on a particular helping agency. Write the following questions on a flip chart to guide the students in their reports:
  - I. What sort of help does this agency program provide?
  - II. How can they be reached?
  - III. Is there a fee?
  - IV. Is parental consent required for service?
  - V. Is transportation a problem?
- Allow volunteers an opportunity to share their reports to class.

COUNSELOR:

- Share information about various helping agencies with teacher and students.
- Counsel students who need help with a particular problem.

PARENT: Listen to your child. Offer suggestions about ways to handle problems. See that child gets needed help.

COMMUNITY: Collect information from all available resources for students and families from helping agencies.

EVALUATION:

- Students will list problems that young people have.
- Students will discuss where they can locate sources of help in the community.
- Students will prepare a report on a helping agency.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.05 Use conflict resolution skills.

GRADE: 6- 8

OUTLINE: Students will review conflict resolution skills. They will work with a partner to practice using the skills in various conflict situations.

ACTIVITIES/STRATEGIES:

TEACHER: Explain to students that it is normal for conflicts with others to occur at times in our lives. Instead of avoiding them or fighting them out, agree to resolve them by reaching a mutual agreement in which both parties go away feeling satisfied. Point out that this is called a win-win situation. Review with students conflict resolution skills that lead to a win-win solution. Include the following steps:

Step 1: Acknowledge the conflict. (Each person agrees they are in a conflict situation with one another.)
Step 2: Agree to try to resolve the conflict. (Both people must want to resolve the conflict.)
Step 3: Each person tells their story. (Both people take turns explaining what has happened. Listening to understand is very important.)
Step 4: Brainstorm solutions. (List lots of ideas and do not discuss until the list is complete.)
Step 5: Choose a solution. (Both people decide together which solution to try out.)
Step 6: Implement the solution. (Both people must follow through on their agreement.)

- Tell students they will have an opportunity to practice conflict resolution skills.
- Pair students up at random or have them choose a partner.
- Distribute a written conflict situation to each group.
- Have each group member decide which character he or she will be.
- Instruct students to solve the conflict using the resolution skills reviewed.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.05 Use conflict resolution skills

GRADE: 6- 8

Continued

Example of a conflict situation: Beth cannot find her new ink pen and she notices that Hannah, who sits near her is using one just like hers. "Hey, that is my pen!" Hannah looks up, surprised and says, "No it is not!"
Beth starts to grab the pen, but Hannah pushes her hand away. This makes Beth so mad that she pushes Hannah hard enough to send her sprawling from her desk. The teacher steps in and sends both girls to the office. The principal tells them that each girl will be disciplined, but the discipline will not be as harsh if the two girls try to solve the problem themselves. A mediation appointment with a counselor has been scheduled.

- When students have finished, provide closure by asking students to share how they felt when both students came away a winner? Ask them to share any benefits they see of using the mutual agreement or win-win solution when solving conflicts.

COUNSELOR:

- Share conflict-resolution materials with the teacher and the class.
- Teach conflict resolution skills to groups of students
- Provide mediation time for students who need to work through a conflict

PARENTS: Allow your child opportunities to try to solve his or her conflicts through problem solving.

COMMUNITY: A human resource officer can discuss the importance of interpersonal skills in the workplace.

EVALUATION: Students can use the steps of resolving a conflict.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.06 Demonstrate a respect and appreciation for individual and cultural differences.

GRADE: 6

OUTLINE:
Students will participate in a discussion about the importance of showing respect and appreciation to others. They will demonstrate respect for others by writing positive statements of appreciation about some of their classmates.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the importance of showing respect and appreciation to others. Include in the discussion the definition of respect as showing high regard for authority, for other people, for self, for property and for country. When we show respect, we are saying that they have value as human beings.
- Point out that making positive statements to each other and showing appreciation to each other helps us to work together better. Tell students they will have an opportunity to show respect and appreciation for each other.
- Distribute a construction paper cut-out in the shape of a head and shoulders to each student. Have each student write his or her name in large, colorful letters on the head area of his or her cut-out. Instruct students to pass the cut-outs around so that each student can write a positive statement on five other students' cut outs.
- Give students the following examples of the kind of statements they may write: "Thank you for sharing with me the notes you took when I was absent." And, "I liked it when you sat with me at lunch."
- When students have written five positive statements of appreciation, collect the cut-outs and pass them back to each other.
- Wrap up by having volunteers share one statement that they made about others and one statement that others made about them.

COUNSELOR: Share information about the character trait "respect" with teacher and class.

PARENT: Demonstrate respect and appreciation for child. Model showing respect for others.

COMMUNITY:

EVALUATION:
- Students will participate in discussion about showing respect and appreciation to others.
- Students will write words of respect and appreciation about other students.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.07 Indicate when peer pressure is influencing a decision.

GRADE: 6- 8

OUTLINE: Students will listen to information about peer pressure. They will make decisions about how they would handle various peer pressure situations. They will indicate if peer pressure affected their decision.

ACTIVITIES/STRATEGIES:

TEACHER:
Talk to class about how all of us have experienced times when our friends or acquaintances invite us to do what they are doing. Point out that some of these things may be good for us and some may be harmful to us. Explain that with our desire to have friends, we sometimes feel pressures to join in and do what they are doing.
Inform the class that they will have an opportunity to discuss how they would handle various peer pressure situations. Read difficult situations from a sheet and call on a volunteer to respond. Example: "You are on your way home from school. Your best friend asks you to stop by a convenience store with him and shoplift some candy. What would you do?"
Have other students raise their hands to indicate if they agree or disagree with the decision made by the volunteer. Discuss whether or not peer pressure influence their decisions. Close with a reminder that even though we may feel pressure from our friends to do certain things, it is important to choose what is best for us. Tell students to practice saying to friend that while you value his friendship you don't feel comfortable joining in. A true friend will respect your wishes.

COUNSELOR: Share information/resources about peer pressure with teacher and class. Offer small groups to students on developing assertive skills.

PARENTS: Provide opportunities for child to develop healthy self-esteem to combat pressure to "join in."

COMMUNITY: Provide positive recreational activities for children.

EVALUATION: Students will use skills to handle difficult situations and can identify peer pressure techniques.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.08 Calculate long and short term goals.

GRADE: 7

OUTLINE: Students will listen to information about goals and goal-setting. They will learn the difference between long- and short-term goals. They will indicate from a list of goals which ones are long-term and which ones are short term. Students will choose from the list (or create ones of their own) one short-term and one long-term goal that they would like to achieve.

ACTIVITIES/STRATEGIES:

TEACHER:

- Explain to the students that short-term goals are ones that people are able to make for themselves and reach in a short period of time, such as make a better grade on a math test. Further explain that long-term goals are ones that people are able to make for themselves and reach after a long period of time, such as complete the current grade successfully by year end. Point out that setting and reaching short-term goals can lead to successfully reaching long-term goals.
- Discuss how we sometimes make mistakes or encounter stumbling blocks as we try to reach our goals. The key is to keep on trying.
- You might talk about the character trait "perseverance" at this point of the discussion.
- Distribute to students a list of goals. The list may include the following kinds of goals:
    To behave better in class
    To get along better with others
    To get a good citizenship award
    To be on the A/B Honor Roll
- Have students write beside each goal "ST" for short-term goal and "LT" for long-term goal.
- Then have students circle one short-term and one long-term goal that they would like to achieve. (They may had their own goal(s) if ones they want to achieve are not listed.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.08 Calculate long and short term goals.

GRADE: 7

Continued

COUNSELOR:
- Share goal-setting resources with teacher and class.
- Share information about the character trait "perseverance" with the teacher and class.

PARENT:
- Help child set goals for himself or herself.
- Show appreciation when child sets goals and achieves them.

COMMUNITY:

EVALUATION:
- Students will listen during discussion of goal-setting.
- Students will decide which are short-term and which are long-term goals.
- Students will choose one short-term and one long term goal to achieve.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.09 Evaluate alternative ways of achieving goals.

GRADE: 8

OUTLINE: Students will explore biographies of selected figures of history. They will identify problems the figures encountered in reaching their goals. Students will list a goal for themselves and steps they need to take to reach the goal.

ACTIVITIES/STRATEGIES:

RESOURCE: Alan Elliott's A Daily Dose of the American Dream

TEACHER:

- Lead the class in a study of selected figures of history. These may be figures from politics, the arts, sports, etc. (Autobiographies of the selected people will be needed for this lesson).
- Make constant references to life goals attained and how these figures accomplished their goals. After an exploration of these historical figures, have students identify some of the difficulties they encountered during the journey to reach their goals.
  Did one person's way of achieving his or her goals seem to work better than another's?
  What did all of their methods have in common?
- Have students list one of their long term goals for life. Then list the steps they will need to take to reach that goal. Are there any obstacles that they will need to overcome?
- Have volunteers share their goals with the class.

COUNSELOR:

- Share goal-setting resources with teacher and class.
- Use interest inventories and other guidance assessments in class to help students begin setting career goals.

PARENT:

- Be supportive of child who may fall short of reaching goal.
- Help child learn alternate ways of achieving goals.

COMMUNITY: Invite a community planner to discuss established short- and long-term goals for the community.

EVALUATION:

- Student will explore selected autobiographies of historical figures.
- Students will list a life-long goal.
- Students will list steps necessary to reach their life-long goal.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.10 Use persistence and perseverance in acquiring knowledge and skills.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about the value of continued effort toward achieving goals. They will brainstorm the obstacles that can get in the way of education. They will discuss what they can do about these obstacles.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the value of continued effort toward achieving goals. Point out that when learning a new skill it is sometimes easier to give up when the lessons get tough, but there are many benefits to being persistent. Share benefits, including the following:
- Learning to stick with a goal until they achieve it will serve students well in getting their education and finding careers.
- Persons who persevere often learn to be patient with themselves and consistent in their plans; most success is gained through steady effort.
- Perseverance helps students be better equipped to face problems in life and keep moving forward..
- Tell students about Thomas Edison, who tried 1,000 different combinations before he found the right materials for the light bulb.
- Talk about the importance of trying out an idea over and over again when the first try does not work.
- Have students brainstorm the different obstacles that can get in the way of our education.
- Discuss with them what we can do about these obstacles.

COUNSELOR: Share counselor education materials on "perseverance" with teacher and class.

PARENT:

- Model perseverance.
- Show appreciation to child when he or she shows continued effort to reach a goal.

COMMUNITY:

EVALUATION:
Students will be able to identify ways to overcome obstacles to goals.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.10 Use persistence and perseverance in acquiring knowledge and skills.

GRADE: 7

OUTLINE: Students observe historical models who overcame obstacles to their success.

ACTIVITIES/STRATEGIES:

TEACHER:

- Gather information about persons who overcame obstacles:
  Winston Churchill – serious speech impediment
  Franklin Roosevelt- crippled most of his adult life
  Ray Charles, Stevie Wonder – blind musicians
- Read several stories of people who overcame obstacles despite tremendous odds.
- Ask students to tell of goals they achieved by overcoming obstacles.
- What would you do if you had an obstacle in your pathway to your goal?
- Write your goals for this school year.

COUNSELOR:

PARENT: Encourage persistence in learning difficult information.

COMMUNITY: This is a good opportunity to ask a speaker from the community who overcame odds to talk to the students.

EVALUATION: Students can write goals in their journals.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.11

GRADE: 7

OUTLINE: Students will participate in a discussion about their future goals. They will choose a goals that they would like to achieve and write about the steps needed to reach the goal. Volunteers will share what they have written with the class.

ACTIVITIES/STRATEGIES:

TEACHER:
- Talk with students about their long range goals. Explain that many people have dreams about things they want to do in the future, but these dreams must be turned into goals in order to come true.
- List the following categories on the board:
  - What I want to be when I finish school
  - A place I would like to visit in the future
  - An activity in which I want to excel
  - Something I want to accomplish
- Instruct students to choose one of the categories to write about.
- Have them write their chosen topic at the top of a sheet of paper and then list the steps necessary to achieve their goal or write the steps in paragraph form. For example if a student chooses the topic "What I want to be when I finish school," he or she might write: "I would like to be a doctor when I finish school." This means that I will have to work hard and make good grades so that I can be accepted into a university. It also means that I need to take as many courses in science as I can..."
- Circulate and help students who need help.
- Have volunteers share what they have written.
- Wrap up with questions such as the following:
  - How do we benefit from setting goals for the future?
  - Were there similarities in the goals we wrote?
  - What are they?
  - Is it ever okay to change your mind about a goal?
- Display goal sheets on a bulletin board.

COUNSELOR: Share goal-setting resources with teacher and class.

PARENT: Help child set realistic goals.

COMMUNITY:

EVALUATION: Students will choose a goal and write steps needed to reach that goal.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.01 Demonstrate knowledge of personal information.

GRADE: 6- 8

OUTLINE: Students will complete information cards, listing important personal information.

ACTIVITIES/STRATEGIES:

TEACHER: Explain to students that you will need some information from them so that you will be able to contact their parents throughout the school year to share necessary information with them. Further explain that some of the information requested is to help you to be aware of health/medical concerns for students' well-being throughout the school year. Distribute a three by five inch file card to each student. Instruct them to read the information requested as printed on the board and to complete their cards accordingly. Print on the board the following:
NAME:
PARENTS NAMES:
ADDRESS:
HOME PHONE NUMBER:
MOTHER/GUARDIAN PHONE NUMBER:
FATHER/GUARDIAN PHONE NUMBER:
EMERGENCY CONTACT (NAME AND PHONE NUMBER):
KNOWN ALLERGIES:
MEDICAL ALERT:
Collect cards and file in a safe place.

COUNSELOR: Be aware of special needs of students.

PARENT: Supply information for students.

COMMUNITY:

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EVALUATION: Students can identify personal information related to health and safety.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.

GRADE: 7-8

OUTLINE: Students will understand school handbook and discipline code.

ACTIVITIES/STRATEGIES:

RESOURCE: Student Handbook, Discipline Code

TEACHER:

- Introduce school handbook and discipline code.
- Prepare several true/false questions related to school rules (stand for true, stay seated for false).
- Identify and list as many school rules and norms as you can.
- Working in pairs, have students prepare a problem statement or concern they would like to address about school rules.
- Collect these and pass out a role slip to each student – either "student," "classroom teacher," or "principal".
- Divide according to roles and explain that "students" will have the anonymous concerns/problems/questions to direct to the appropriate "adult" group.
- Allow groups time to assume their roles and prepare to explain and clarify potential rule questions.
- Note: This activity allows you to handpick particular students for the various roles.

COUNSELOR: Assist with the activity.

PARENT: Be familiar with the school discipline code.

COMMUNITY:

EVALUATION: Students demonstrate an understanding of the school rules and consequences.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.

GRADE:6- 8

OUTLINE: Students will participate in a discussion about the need for rules and laws. They will write about one rule and one law that are important to follow.

ACTIVITIES/STRATEGIES:

TEACHER:

- Talk to students about the need for having rules in group situations where people work together on a regular basis. Ask students why do we have rules in the classroom?
- Write suggestions on the board. (Suggestions may include "to keep students safe; to promote learning; to make the best use of time...")
- Point out to students that there are rules that we have to follow in society. These ruels are laws that help to keep us safe and protect our rights. Give examples of some laws. (Examples may include laws involving driving: "We have to wear seat belts, we have to stop at red lights, " or other laws such as : "We have to be 18 years old to vote; we can't purchase alcohol until age 21.)
- Have students choose one rule that we follow in school and one rule that we follow in society and write a paragraph about the importance of each.
- List examples of rules under each category on the board, for students to choose from. Examples may include:
    1) School Rules
    2) Everyone in their seats and ready to begin by 8:00
    3) Walk-don't run in the hallway
    4) Raise our hands before we speak

Society Rules
- We must pay taxes
- We must have a license to drive
- We must be eighteen years old to vote

Have volunteers share their paragraphs with class. Wrap up by stating that rules and laws help to keep each of us safe, and they help protect our rights as individuals in society.

COUNSELOR:

PARENT: Discuss need for family rules.

COMMUNITY: Determine if there are community rules or just laws.

EVALUATION: Students can choose one rule and one law and write about their importance.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.03 Compare the difference between appropriate and inappropriate physical contact.

GRADE:6- 8

OUTLINE: Students will participate in a discussion about respect. They will brainstorm a list of ways we show respect for others.

ACTIVITIES/STRATEGIES:

TEACHER:

- Tell students that you want to talk to them about a very important character trait that we should all possess- respect. Define respect as: "Showing high regard for authority, for other people, for self, for property, and for country."
- Understanding that all people have value as human beings, tell students that you would like to focus today's lesson on showing respect for others.
- Point out that when we respect others, we are polite and use good manners around them. We don't call them names or put them down.
- Have students brainstorm a list of additional ways we show respect for others. Write these on the board. Add: "We don't touch others inappropriately." if students have not already included it on the list.
- Discuss each item. When discussing "not touching others inappropriately," point out that this means we don't shove or push others in line, and we don't hit others. It also means not touching anyone in any way that makes them feel uncomfortable.
- Remind them that each person's body belongs to himself or herself. No one has a right to touch anyone in an unwelcome or disrespectful way.
- Have students give you examples of appropriate touches (handshake, pat on the back, high five to a team member).
- Remind students that if they are touched inappropriately, they should let their teacher or another adult know.
- Continue to discuss the other ways we show respect that are listed on the board until they have all been covered.

COUNSELOR:

- Share resources about respect with teacher and class.
- Offer counseling to students who habitually touch others inappropriately.

PARENT: Model respect for others.

COMMUNITY:

EVALUATION: Students can give examples of appropriate and inappropriate behaviors and who to go to for help.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.04 Demonstrate the ability to assert boundaries, rights, and personal privacy.

GRADE: 7

OUTLINE: Students practice communication skills to assert their personal privacy.

ACTIVITIES/STRATEGIES:

TEACHER: Practice the communication skills with students after the lesson.

COUNSELOR:

- To resolve conflicts, persons must actively listen to each other.
- Persons must also communicate effectively. Persons communicate with one another in three ways: AGGRESSIVELY, SUBMISSIVELY, OR ASSERTIVELY. In order to communicate assertively and effectively, an "I" Message can be used.
- What does the "I" Message look like?
- Show the "I" Message on the overhead

I feel________________________
When you______________________ (behavior)
Because_______________________ (consequence).

- Give an example ("I feel UNIMPORTANT when you DON'T LISTEN TO ME because YOU ARE NOT PAYING ATTENTION TO ME!!!).
- Have students practice the "I" message on the worksheet.
- Close by asking students to share their responses. Ask: "What other tool or strategies can you use?"
- "What is one thing you learned that you will use?"

PARENT: Practice assertive responses at home to help your child.

COMMUNITY:

EVALUATION: Students can deliver "I" messages.

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9.04 ATTACHMENT

"I" Message Worksheet

Pretend you are involved in a conflict and design an "I" message for each situation.

1. **Your good friend keeps interrupting you during a conversation.**

I feel____________________when you____________________because____________________.

2. **The same person is always putting you down.**

I feel____________________when you____________________because____________________.

3. **Your teacher accuses you of not being honest when in fact you were.**

I feel____________________when you____________________because____________________.

4. **A friend borrows $5.00 and does not pay you back, and asks to borrow more.**

I feel____________________when you____________________because____________________.

5. **Situation:**____

I feel____________________when you____________________because____________________.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.04 Demonstrate the ability to assert boundaries, rights and personal privacy.

GRADE:6- 8

OUTLINE: Students will work in groups to develop assertive solutions for handling difficult situations involving boundaries, rights and personal privacy. A member from each group will share solutions with class.

ACTIVITIES/STRATEGIES:

TEACHER:

- Explain to class that today you will work on being assertive in certain situations. Define assertive as "standing up for yourself in a positive, respectful way, so as to get what you need and not hurt anyone else in the process."
- Talk about how we all have certain needs and rights and in may situations, we have to be assertive to get these needs and rights met.
- Describe "assertive language" to students, listing the following points on the board:
    - Stand tall. Look the person in the eye.
    - Say what you want and how you feel in a calm manner, using "I" messages.
    - Don't make excuses. If you say "no", say it clearly and mean it.
    - Don't be afraid to repeat yourself until you know the other person has heard you.
- Divide the class into six groups. Explain that two groups will work on asserting boundaries; two groups will work on asserting rights, and two groups will work on asserting personal privacy.
- Further explain that you will be giving each group a difficult situation. The group has to come up with a way to handle the situation assertively. Examples of situations for each two groups is attached.
- Give students ten minutes to decide how to handle the situation for their group.
- Wrap up by reminding students that it takes practice to be assertive, especially if we are by nature passive or aggressive. We will feel better inside if we speak up for ourselves in a way that doesn't hurt anyone else but protects our rights. When we are assertive, we are showing respect for others by asking for what we need in a caring way, and we earn respect for ourselves by being honest.

COUNSELOR: Share assertive skills resources with teacher and class.

PARENT: Set reasonable rules and boundaries; reinforce assertive skills at home.

COMMUNITY:

EVALUATION: Students can work in groups to arrive at an assertive solution for handling situations.

9.04 ATTACHMENT

ASSERTIVE RESPONSES

- Stand tall. Look the other person in the eye.
- Say what you want and how you feel in a calm manner, using "I messages."
- Don't make excuses. If you say "no," say it clearly and mean it.
- Don't be afraid to repeat yourself until you know the other person has heard you.

Situations Requiring Assertive Responses

1. A friend that you sit with at lunch asks you every day to go and get an extra food item for him. He does pay for it himself, but you are tired of going to get it. How do you tell him assertively that you don't want to get it anymore?

2. The student you are assigned to sit next to on the bus is very loud and unruly. You are trying to read, but you can't concentrate because of her distractions. How do you let the student know that her behavior is bothering you?

3. Your friend continually asks to read your letters from someone else, and you really would prefer to keep the letters private. How do you let her know this?

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.05 Differentiate between situations requiring peer support and situations requiring their help.

GRADE:8

OUTLINE: Students will clarify the differences between harassment and flirting and when to seek help from an adult.

ACTIVITIES/STRATEGIES:

RESOURCE: School System policy on sexual harassment/school discipline code.

TEACHER:

- Display on newsprint or transparency the following:

Sexual Harassment	**Flirting**
Is degrading	Is a compliment
Feels powerless	Feel in control
Negative touching	Equality
Unwanted	Wanted
Illegal	Legal
Demeaning	Flattering
Sad/angry	Happy
Negative self-esteem	Positive self-esteem

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.05 Differentiate between situations requiring peer support and situations requiring their help.

GRADE: 8

Continued

- Discuss the school system policy on sexual harassment with students.
- Ask students if they think that only girls can be sexually harassed? Can boys be harassed too?
- Sexual harassment can result from communication problems. It can happen when people do not respect each others' feelings or pay attention to the way others respond to their actions or comments.
- Divide class into small groups of six to eight; give each group newsprint, markers and tape; and ask them to choose a recorder.
- Ask them to make a list of what they think they would do if they were sexually harassed. After a few minutes, ask them to make another list of what they wuld do if a friend told them that she or he was being harassed.
- Ask the recorder to share the group results.
- Listen for the following strategies as you write them on a clean sheet or board:
  - Tell a person who harasses you to stop.
  - Tell a friend about it.
  - Tell a family member.
  - Tell someone at school such as a trusted adult.
  - File a formal complaint with the principal.
- Summarize with students by reminding them of the adults in the school who will listen and help. Remind them of three steps to take when faced with sexual harassment:

  Step 1: Communicate to the harasser that you expect the behavior to stop!
  Step 2: If the behavior is repeated, go to a person in authority. Document exactly what happened. Use exact quotes. (What happened, when, where, who witnessed, what you said or did in response, how you felt).
  Step 3: If behavior is repeated go to someone in higher authority.

COUNSELOR: Counsel individually with victims of harassment. Share information with students, parents, teachers.

PARENT: Share school system policies with parents.

COMMUNITY:

EVALUATION: Students know the steps to stop sexual harassment. Students know who in the school to go to for assistance.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE:009.06 Assess resource people in the school and community, and know how to seek their help.

GRADE: 6-8

OUTLINE: Students will be assigned a community agency to find out more about by interviewing a representative of that agency. They will develop ten questions to ask the representative. They will share their findings with the class.

ACTIVITIES/STRATEGIES:

TEACHER:

- Talk to students about how we all have difficulties or problem situations in our lives at one time or another. Very often, we are able to handle these situations by thinking them through on our own or by talking about them to a friend or loved one.
- Sometimes our problems are bigger and we need help from various resource agencies.
- Point out the importance of knowing how to go about contacting a resource person or an agency for the help we need.
- Distribute to each student a list of resources in the school and community. You may use a local phone book or a list of community resources available from the school counselor.
- The school list should include names of resources such as teacher- Ms. Jones and counselor, name, for example. The community list should include names, addresses and phone numbers of resources.
- Assign a community agency to each student and have them circle that agency on their list. (Point out that if one needed to see a resource person located at school, it would simply require getting a teacher's permission to set up an appointment).
- Have students write ten questions to ask a representative of their community agency. Tell students that these questions will be used as they interview a person.
- The interview will be a homework assignment. (Allow several days for the interview to occur).
- Remind students that one does not have to have a problem to utilize the services of an agency. Many provide services that enrich our lives. Some examples would be Scouting, 4-H, Agricultural Extension Agency, YMCA, Arts Councils, etc.
- When students have completed the assignment, have them share their findings.
- Collect all information into a class resource file. Display the guide in a prominent place where it can be used when needed.

COUNSELOR: Share list of community resources with teachers and classes.

PARENT:

- Be a resource for your child.
- Expose your child to various community agencies.

COMMUNITY: Agree to agency interviews.

EVALUATION: Students will be able to identify several community sources of assistance and enrichment.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

GRADE:6

OUTLINE: Students will review a decision-making model. Using this model, they will work in groups to make safe and healthy choices in a given situation.

ACTIVITIES/STRATEGIES:

TEACHER:

- Tell the class that they will have an opportunity to practice decision-making skills. Ask students to name some decisions they frequently must make.
- Write their suggestions on the board. Suggestions may include choosing which television programs to watch, deciding who to invite to spend the night at your house, and who to sit with at lunch.
- Ask students how they go about making these decisions. Answers may include talking with parents, friends, making the same choice as a friend, their mood, etc.
- Present a chart on which you have written the following decision-making model:

Decision-making Model:

1. Define the decision to be made.
2. Identify alternatives.
3. Weigh positive and negative consequences of each alternative.
4. Choose an alternative.
5. Act on your choice.
6. Evaluate your choice – if it did not work, you may need to return to step four.

Continued

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

GRADE:6

Continued

- Briefly explain each step. Make sure students understand that this is just one way of making a decision; there is more than one model to use.
- Point out that some decisions have to be make, having a model, such as the one presented, is helpful.
- Divide the class into groups of five. Give each group an index card with a situation involving making a safe and healthy choice written on it. You might give each group the same situation, or use a different situation for each group. An example of such a situation follows:
  " After school, you and your best friend pulls out a pack of cigarettes and offers you one."
  - Instruct each group to decide what they could do at each step of the decision-making model to find a solution to their problem.
  - Have each group choose a recorder to make notes for sharing with the class.
  - Give each group fifteen minutes, and then discuss their solutions. Wrap up by reminding students that some decisions are difficult to make, especially when peer pressure is involved, but it is important for us to respect our own needs and make safe and healthy choices.

COUNSELOR: Share decision-making resources with teacher.

PARENT: Give your child opportunities to make decisions.

COMMUNITY:

EVALUATION: Students can use a decision-making model in the process of making choices.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

GRADE: 8

OUTLINE: Students will use a decision-making model to think about.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR:

- Introduce the lesson by talking about choices and consequences.
- Is there something you have been thinking about doing- something that carries a risk? (This can include positives such as going out for a team, running for a student council office, applying for a part-time job, asking parents for something. It can apply to choices related to negative peer pressure also)
- Write down what it is you are thinking about doing in your journal.
- Next write down the consequences you can think of – Negative on one side and Positive on the other side. Think it through.
- Next think about the "Worst" thing that can happen if you choose your course of action; and the "Best" thing that can happen as a result. Think it through.
- At the bottom of your page, write the decision you selected. Explain your choice.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate a decision-making model when selecting a course of action.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.08 Forecast about the emotional and physical dangers of substance use and abuse.

GRADE: 6

OUTLINE: Students learn about the negative impact of substance use and abuse through adult mentors.

ACTIVITIES/STRATEGIES:
RESOURCES:
- <http://www.naesp.org/whatnow.htm#safety
- American School Counselor Association Safe School Links www.schoolcounselorg/safe.htm

TEACHER (This lesson is ideal for health and physical education and/or science:
- National Association for Elementary School Principals website has excellent teacher lessons on keeping children safe.
- October is Safe Schools Month. Raise awareness through bulletin boards, brochures and handouts for parents and students about agencies offering assistance. Have articles printed out from the NAESP website "Keeping Kids Safe and Healthy" for parents.
- Brainstorm with students how alcohol abuse, smoking, and drug abuse negatively impact one's performance.
- If possible, have students refer to research conducted previously.
- Have students work in groups to brainstorm all the possible side effects of the their topic. Have them make list under the headings Emotional Effects and Physical.Effects.
- Students share their findings with the entire class.

COUNSELOR: Counsel students who have difficulty standing up to pressure. Have information for students and parents about appropriate referrals for substance abusers needing additional assistance.

PARENT: Encourage parents through newsletters, seminars to talk to and listen to their children about substance use and abuse.

COMMUNITY: Community mentors can enhance students' self-confidence and ability to withstand the pressure of substance use: Junior Achievement, Mentors/Shadowing, Community in Schools, Scouting , Community Recreation, DARE, Terrific Kids Program.

EVALUATION: Students can name negative impact of drug abuse.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.09 Compare ways to cope with peer pressure.

GRADE: 6- 8

OUTLINE:
Students will listen to a review of the definition of peer pressure. They will name situations in which they might feel pressured by their peers to do something they do not feel comfortable doing. Students will be given information about peer pressure styles. The will each be assigned a style and will write assertive responses geared to address the particular situation and styles. Students will answer discussion questions about peer pressure.

ACTIVITIES/STRATEGIES:

TEACHER:

- Review the definition of peer pressure (When people your age try to influence you to do something or behave in a certain way.)
- Have them name situations in which they might feel pressured by their peers to do something they feel uncomfortable about.
- List the situations on the board.
- Point out that there are different styles of peer pressure and if we can recognize a style, we can respond to it in the best way.
- Review the different styles and ways of responding to each. (See attached sheet.)
- Assign each student a particular situation from those listed on the board.
- Instruct students to indicate which style of peer pressure is being used in the situation and to write a script of four lines telling how a conversation might sound between two people involved in this situation. Share the following example with students:

"The Broken Record"
Person # 1: "Come on, one cigarette won't hurt you. Let's do it."
Person # 2: "No, I don't want to. I don't like the way cigarettes smell."
Person # 1: "Oh, come on, just one."
Person # 2: "No, I am not going to do it."
Provide closure by stating it is important for students to learn how to stand up for themselves in a confident and assertive way.

Continued

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.09 Compare ways to cope with peer pressure.

GRADE: 6- 8

Continued

COUNSELOR: Share resources with teacher. Provide assertiveness training to small groups.

PARENT: Provide opportunities for your child to practice skills of assertiveness.

COMMUNITY:

EVALUATION:
- Students can list situations in which they might feel pressured.
- Students write scripts with assertive responses to various pressure situations and styles.

9.09 ATTACHMENT

PEER PRESSURE STYLES (And ways to handle them)

THE BROKEN RECORD: Person repeats the same thing over and over, trying to wear you down. You can outlast the person by persistently restating your refusal.

THE YES, BUT-ER. Person likes debate. Will challenge you with "Why not?" When you tell your reason, he /she will try to talk you out of it. You do not have to continue arguing with the person. Instead, suggest that he goes ahead and does whatever it is alone.

THE CHICKEN CALLER: Person calls you a chicken and tries to trick you into proving that you are not afraid. You do not have to fall for it. Let person know there is nothing wrong with being hesitant to do something that is bad for you.

THE BULLY: Person physically threatens you. May actually hit or push you. You do not have to put up with physical abuse. Get help from an adult. If there is no adult around, leave the situation right away.

THE COERCER: Person often uses bribes or threats related to your friendship. Usually person is bluffing. Stand up for yourself and show that you have a mind of your own. A real friend would not try to control you.

THE RIDICULER: Person puts you down in an effort to get his or her way. Tries to trick you into proving that you are an okay person. Don't fall for it. You do not have to prove a thing. You are okay. Stand up for yourself.

THE REASSURER: Person assures you that everything will be all right. She/He tries to calm your fears and pretends to take all the responsibility. Remember no one can guarantee a good outcome when you take part in something wrong or dangerous. You need to look out for yourself.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.10 Create techniques for managing stress.

GRADE: 8

OUTLINE: Students will identify stress **makers** and stress **breakers.**

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR:
- Stress can come from many sources. Ask students to define stress. How does stress happen? How does it affect us?
- Brainstorm a list of **stress makers.**
- Give handout to each student **"Stress Breakers"** and have each student complete.
- Look at the stress breakers. What activities involve other people? Cost money?
- With a partner, compare your lists. How are they alike? Different? Are there any stress breakers that other people find useful that you would like to try?

PARENT: Be alert to overextension in extra-curricular activities. Stress often comes form being too busy.

COMMUNITY:

EVALUATION:
- Students can identify at least three ways to ease stressful situations.
- Students share as a team player.

9.10a ATTACHMENT

STRESS BREAKERS

In the boxes below, write 12 activities that are Stress Breakers- things that you can do to feel better when you are stressed out.

With a partner, compare your list. How are they alike? Different?

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.10 Create techniques for managing stress.

GRADE: 8

OUTLINE: Students will practice several stress reduction techniques. They will discuss the techniques and share their preference with the class.

ACTIVITIES/STRATEGIES:

TEACHER:
- Discuss with students the need to have knowledge of stress reduction techniques for those times when we experience stress in our lives. Introduce class members to several stress reduction techniques, allowing them time to practice each one.
- Handout Stress Reduction Techniques.
- After students have tried the techniques, allow them an opportunity to discuss them and share with the class which techniques they like best, which they can use.

COUNSELOR:
- Share information about stress with the teachers.
- Offer counseling for students who are experiencing stress.

PARENT: Listen for signs of stress. Monitor extracurricular activities for evidence of overload.

COMMUNITY: Provide recreational activities.

EVALUATION:
- Students can identify and use a variety of stress reduction techniques.
- Students can identify some stressors in their lives.

9.10b ATTACHMENT

STRESS REDUCTION TECHNIQUES

Progressive Relaxation:
Students focus on body, moving from their toes to the top of their head. Ask students to tense body parts in succession and then release the tension. At the end, students should just sit and soak up warm energy as if they were sponges absorbing warm water.

Balloon Breathing:
While seated or lying down, students are instructed to close their eyes and breathe deeply. As they inhale, they are to push the stomach area like a balloon and as they exhale, they should release tension and deflate the "balloon". Encourage students to release the tension.

Guided Imagery:
Have students close their eyes. Softly read a fantasy situation to the students. Use many descriptors to spark visual pictures. For example: "Imagine you are floating on a huge puffy cloud. As you drift along, you can feel a nice cool breeze on your cheeks..."

Make a Fist:
Have students close their eyes and make fists. As they squeeze their hands tight, they should inhale. As they release their fists, they should exhale. This is a simple relaxation technique that only takes a few minutes and is good to use when time is short.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.11 Select coping skills for managing life events.

GRADE: 6- 8

OUTLINE: Students will participate in a discussion about crises. They will write an account of a personal crisis that they have or someone they know has experienced. Volunteers will share what they wrote, sharing ways that helped them cope with the crisis. This activity is best done in a small group where trust has been established. Students should be told they do not have to self-disclose. They may choose a community crisis.

ACTIVITIES:

TEACHER:

COUNSELOR: Lead a discussion about the meaning of crisis. Point out that a crisis is a time when a big change occurs in a person's life. The cvhange is most often caused by a loss of some kind. Strong emotions are felt during the crisis. Write examples of crisis from the class . Have students select a crisis to write about that they know about (in the community, country, or personally). Can they think of things that were helpful during that time? Volunteers share ideas for helpful strategies. After each sharing, talk about thoughts and feelings people tend to have in connection with the crises shared. Point out the following facts:

- Every crisis will pass in time
- Positive feelings will gradually replace painful ones.
- Crisis events such as family divorce is not the fault of a child.
- There are people in the school and community who can help.

Discuss ways of coping with crises, including:

- Talking with family.
- Involving oneself in positive actions.
- Writing about the event.

Monitor the class in the event that there is a student currently experiencing a crisis event or one who is just getting through such an event. Close with a reminder that crises in our lives are sometimes inevitable as there are many things beyond our control. We can get through them by seeking help, and giving ourselves time to heal.

Continued

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.11 Select coping skills for managing life events.

GRADE: 6- 8

Continued

PARENT:

- Listen to your child.
- Allow child opportunities to express feelings.
- Seek help when needed

COMMUNITY: Share information about community support agencies with students and parents.

EVALUATION:

- Students know how to access help in personal crises.
- Students can identify coping strategies for dealing with personal crises.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.11 Select coping skills for managing life events.

GRADE: 8

OUTLINE: Through cooperative brainstorming students will identify situations causing anger and through group writing develop a paragraph with a solution.

ACTIVITIES/STRATEGIES:

TEACHER: Assist with the activity.

COUNSELOR:

- Have students write a paragraph about a personal situation in which they became angry or became hurt.
- Divide the class into small groups. Each group selects a "recorder" who (through group discussion) describes each paragraph according to three categories:
  A. Situation B. Thoughts about the situation C. The resulting feelings
- Use large paper divided into 3 columns.
- Students brainstorm alternate responses for column B. Discuss how feelings can change depending on one's perception. (column B)
- Class as a whole discusses roles of responsibility and self-discipline in reacting to anger or hurtful provoking situations.
- Discussion should lead to realization that the person's feelings are determined by his thoughts about a situation, rather than the situation in and of itself – controlling thoughts can have an effect on one's response.

PARENT:

COMMUNITY:

EVALUATION: Students can identify coping strategies.

HIGH SCHOOL GRADES

Academic Development

Career Development

Personal/Social Development

BLUEPRINT FOR HIGH SCHOOL GUIDANCE CURRICULUM

Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCSSAG Competency 4	SCANS 5	NCDGC 6
A	**ACADEMIC DEVELOPMENT**				
001.	**Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**				
001.01	Articulate feelings of competence and confidence as a learner.	supp	x	x	x
001.02	Display a positive interest in learning.	core	x	x	x
001.03	Demonstrate work and chievement.	core	x	x	x
001.04	Justify mistakes as essential to the learning process.	supp	x	x	x
001.05	Practice attitudes and behaviors which lead to successful learning.	supp	x	x	x
001.06	Apply time management and task management skills.	supp	x	x	x
001.07	Demonstrate how effort and persistence positively affect learning.	supp	x	x	x
001.08	Use communication skills to know when and how to ask for help when needed.	supp	x	x	x
001.09	Apply knowledge of learning styles to positively influence school performance.	supp	x	x	x
001.10	Verify responsibility for actions.	core	x	x	x
001.11	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.	supp	x	x	x
001.12	Develop a broad range of interests and abilities.	supp	x		x
001.13	Demonstrate dependability, productivity, and initiative.	core	x	x	x
001.14	Communicate knowledge.	supp	x	x	x
002.	**Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.**				
002.01	Demonstrate the motivation to achieve individual potential.	core	x	x	x
002.02	Apply critical thinking skills.	core	x	x	x
002.03	Apply the study skills necessary for academic success at each level.	core	x	x	x
002.04	Seek information and support from faculty, staff, family, and peers.	supp	x	x	x
002.05	Apply academic information from a variety of sources.	supp	x	x	x

continued

BLUEPRINT FOR HIGH SCHOOL GUIDANCE CURRICULUM

Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAD Competency 4	SCANS 5	NCDG Competency 6
A	**ACADEMIC DEVELOPMENT** *continued*				
002.06	Use knowledge of learning styles to positively influence school performance.	supp	x	x	x
002.07	Choose to be self-directed, independent learners.	core	x	x	x
002.08	Establish challenging academic goals.	core	x	x	x
002.09	Use assessment results in educational planning.	core	x	x	x
002.10	Implement an annual plan of study to maximize academic ability and achievement.	core	x	x	x
002.11	Apply knowledge of aptitudes and interests to goal setting.	supp	x	x	x
002.12	Use problem-solving and decision-making skills to assess progress toward educational goals.	core	x	x	x
002.13	Compare the relationship between classroom performance and success in school.	supp	x	x	x
002.14	Consider post-secondary options consistent with interests, achievement, aptitude, and abilities.	core	x	x	x
003.00	**Understand the relationship of academics to the world of work, and to life at home and in the community.**				
003.01	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.	supp	x	x	x
003.02	Seek co-curricular and community experiences to enhance the school experience.	supp	x	x	x
003.03	Determine the relationship between learning and work.	supp	x	x	x
003.04	Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.	supp	x	x	x
003.05	Demonstrate school success is the preparation to make the transition from student to community member.	supp	x	x	x
003.06	Communicate school success and academic achievement enhance future career and vocational opportunities.	supp	x	x	x

continued

BLUEPRINT FOR HIGH SCHOOL GUIDANCE CURRICULUM

Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Competency 4	SCANS 5	NCDGC Competency 6
B	**CAREER DEVELOPMENT**				
004.00	**Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**				
004.01	Develop skills to locate, evaluate, and interpret career information.	core	x	x	x
004.02	Evaluate traditional and non-traditional occupations.	core	x	x	x
004.03	Develop an awareness of personal abilities, skills, interests, and motivations.	core	x	x	x
004.04	Demonstrate how to interact and work cooperatively in teams.	core	x	x	x
004.05	Determine how to make decisions.	core	x	x	x
00406	Explain how to set goals.	core	x	x	x
004.07	Explore the importance of planning.	core	x	x	x
004.08	Develop competency in areas of interest.	supp	x	x	x
004.09	Develop hobbies and avocational interests.	supp	x	x	x
004.10	Balance work and leisure time.	supp	x	x	x
004.11	Acquire employability skills such as working on a team, problem-solving and organizational skills.	supp	x	x	x
004.12	Apply job readiness skills to seek employment opportunities.	supp	x	x	x
004.13	Demonstrate knowledge about the changing workplace.	supp	x	x	x
004.14	Consider the rights and responsibilities of employers and employees.	supp	x	x	x
004.15	Generate respect for individual uniqueness in the workplace.	supp	x	x	x
004.16	Author a resume.	supp	x	x	x
004.17	Develop a positive attitude toward work and learning.	supp	x	x	x
004.18	Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.	core	x	x	x
004.19	Utilize time-and-task management skills.	supp	x	x	x
005.00	**Employ strategies to achieve future career success and satisfaction.**				
005.01	Apply decision-making skills to career planning, course selection, and career transitions.	core	x	x	x
005.02	Identify personal skills, interests, and abilitites and relate them to current career choices.	core	x	x	x

continued

BLUEPRINT FOR HIGH SCHOOL GUIDANCE CURRICULUM

Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAD Competency 4	SCANS 5	NCDOC Competency 6
B	**CAREER DEVELOPMENT** *continued*				
005.03	Demonstrate knowledge of the career planning process.	core	x	x	x
005.04	Indicate the various ways which occupations can be classified.	supp	x	x	x
005.05	Use research and information resources to obtain career information.	supp	x	x	x
005.06	Use the Internet to access career planning information.	supp	x	x	x
005.07	Describe traditional and non-traditional occupations and how these relate to career choice.	supp	x	x	x
005.08	Understand how changing economic and societal needs influence employment trends and future training.	supp	x	x	x
005.09	Demonstrate awareness of the education and training needed to achieve career goals.	core	x	x	x
005.10	Assess and modify their educational plan to support career goals.	core	x	x	x
005.11	Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.	supp	x	x	x
005.12	Select course work that is related to career interests.	core	x	x	x
005.13	Maintain a career-planning portfolio.	supp	x	x	x
006.00	**Understand the relationship between personal qualities, education, and training, and the world of work.**				
006.01	Compare the relationship between educational achievement and career success.	core	x	x	x
006.02	Explain how work can help to achieve personal success and satisfaction.	supp	x	x	x
006.03	Indicate personal preferences and interests which influence career choices and success.	core	x	x	x
006.04	Understand that the changing workplace requires lifelong learning and acquiring new skills.	supp	x	x	x
006.05	Describe the effect of work on lifestyles.	supp	x	x	x
006.06	Understand the importance of equity and access in career choice.	core	x	x	x
006.07	Understand that work is an important and satisfying means of personal expression.	supp	x	x	x
006.08	Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.	supp	x	x	x
006.09	Use conflict management skills with peers and adults.	core	x	x	x
006.10	Demonstrate how to work cooperatively with others as a team member.	core	x	x	x
006.11	Apply academic and employment readiness skills in work-based learning.	supp	x	x	x

BLUEPRINT FOR HIGH SCHOOL GUIDANCE CURRICULUM

Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Competency 4	SCANS 5	NCDGC Competency 6
C	**PERSONAL/SOCIAL DEVELOPMENT**				
007.00	**Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**				
007.01	Develop a positive attitude toward self as a unique and worthy person.	core	x	x	x
007.02	Assess values, attitudes, and beliefs.	core	x	x	x
007.03	Communicate the goal setting process.	core	x	x	x
007.04	Document change as a part of growth.	supp	x	x	x
007.05	Manage feelings.	supp	x	x	x
007.06	Distinguish between appropriate and inappropriate behaviors.	core	x	x	x
007.07	Differentiate personal boundaries, rights, and privacy needs.	core	x	x	x
007.08	Establish self-control.	core	x	x	x
007.09	Demonstrate cooperative behavior in groups.	core	x	x	x
007.10	Document personal strengths and assets.	core	x	x	x
007.11	Anticipate changing personal and social roles.	supp	x	x	x
007.12	Anticipate changing family roles.	supp	x	x	x
007.13	Establish that everyone has rights and responsibilities.	core	x	x	x
007.14	Respect alternative points of view.	core	x	x	x
007.15	Recognize, accept, respect, and appreciate individual differences.	core	x	x	x
007.16	Recognize, accept, and appreciate ethnic and cultural diversity.	core	x	x	x
007.17	Respect differences in various family configurations.	core	x	x	x
007.18	Use effective communication skills.	core	x	x	x
007.19	Understand that communication involves speaking, listening, and nonverbal behavior.	core	x	x	x
007.20	Learn how to make and keep friends.	core	x	x	x
008.00	**Make decisions, set goals, and take appropriate action to achieve goals.**				
008.01	Use a decision-making and problem-solving model.	core	x	x	x
008.02	Understand consequences of decisions and choices.	core	x	x	x
008.03	Debate alternative solutions to a problem.	core	x	x	x

continued

BLUEPRINT FOR HIGH SCHOOL GUIDANCE CURRICULUM

Objective # 1	Competency and Objective Statements 2	Core/ Supp 3	NCESAG Competency 4	SCANS 5	NCDGC Competency 6
C	**PERSONAL/SOCIAL DEVELOPMENT** *continued*				
008.04	Develop effective coping skills for dealing with problems.	core	x	x	x
008.05	Demonstrate when, where, and how to seek help for solving problems and making decisions.	core	x	x	x
008.06	Use conflict resolution skills.	core	x	x	x
008.07	Demonstrate a respect and appreciation for individual and cultural differences.	core	x	x	x
008.08	Indicate when peer pressure is influencing a decision.	core	x	x	x
008.09	Calculate long and short term goals.	core	x	x	x
008.10	Evaluate alternative ways of achieving goals.	supp	x	x	x
008.11	Use persistence and perseverance in acquiring knowledge and skills.	core	x	x	x
008.12	Develop an action plan to set and achieve realistic goals.	core	x	x	x
009.00	**Understand safety and survival skills.**				
009.01	Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact).	core	x	x	x
009.02	Account for the relationship between rules, laws, safety, and the protection of an individual's rights.	core	x	x	x
009.03	Compare the difference between appropriate and inappropriate physical contact.	core	x	x	x
009.04	Demonstrate the ability to assert boundaries, rights, and personal privacy.	core	x	x	x
009.05	Differentiate between situations requiring peer support and situations requiring adult professional help.	supp	x	x	x
009.06	Assess resource people in the school and community, and know how to seek their help.	supp	x	x	x
009.07	Apply effective problem-solving and decision-making skills to make safe and healthy choices.	core	x	x	x
009.08	Forcast the emotional and physical dangers of substance use and abuse.	core	x	x	x
009.09	Compare ways to cope with peer pressure.	core	x	x	x
009.10	Create techniques for managing stress and conflict.	core	x	x	x
009.11	Select coping skills for managing life events.	core	x	x	x

HIGH SCHOOL ACADEMIC DEVELOPMENT

Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span

Competency Areas

- Improve Academic Self-Concept
- Acquire Skills for Improving Learning
- Achieve School Success

Complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options including college

Competency Areas

- Improve Learning
- Plan to Achieve Goals

Understand the relationship of academics to the world of work, and to life at home and in the community

Competency Areas

- Relate School to Life Experiences

Key Connections:

NCESAC: The North Carolina Education Standards and Accountability Commission was created by the General Assembly in July 1993 to ensure that "all graduates of North Carolina public schools will have mastered the skills to become productive members of the work force and succeed in life." The following six competency areas are those in which graduates must demonstrate proficiency:

Communication
Problem solving
Teamwork

Using numbers and data
Processing information
Using technology

SCANS: Is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills now needed in the future American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. There are 27 SCANS skills divided into two categories:

Foundation skills – Basic Competencies; Thinking Skills; Personal Qualities
Functional skills – Resources, Interpersonal, Information, Systems, Technology

BENCHMARKS

Competency Area: ___Academic ___Career ___Personal/Social

Establish a benchmark for a specific student outcome. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

Competency:

Student Objective:	Benchmark:End of Grade 9	Benchmark:End of Grade 11	Benchmark:End of High School

CURRICULUM	SCHOOL COUNSELING
AREA	ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.01 Articulate feeling of competence and confidence as a learner.

GRADE: 9-12

OUTLINE: Students learn by the high school years how to effectively or ineffectively handle school deadlines, assignments, relationships with teachers and peers, and many other school skills. The handout attached allows the student to measure his/her level of effectiveness and success in school.

STRATEGIES/ACTIVITIES

TEACHER: See counselor activity.

COUNSELOR:
- Have students complete the handout individually.
- Collect the handouts and prepare a summary of the responses from the class in a table.
- Share results with class and discuss ways to successfully cope with those items affirmatively checked.
- Individual results from this handout may also be used to determine which students could best benefit from a small group on building school success skills.

PARENT:
- The disaggregated information would be shared in either a PTSA meeting or PTSA newsletter with strategies to address the "yes" responses.
- Conferences held with parents of students with a significant number of checks or checks on specific items (e.g., numbers 4, 7, 11, 15, 17, 20, 21, 28, 32, 33).

COMMUNITY:

EVALUATION: Students can effectively meet deadlines.

1.01 ATTACHMENT

HOW WELL DO I PLAY THE SCHOOL GAME?

Check each item below that describes you and school.

____ 1. I leave assignments and projects until the last minute.

____ 2. In order to get something done, I may settle for less than my best.

____ 3. If I have to choose between my school work and almost any other activity, the school work comes in second.

____ 4. Because I am not prepared for class, I feel anxious and upset about school.

____ 5. I worry about being embarrassed in school if the teacher calls on me and I don't know the answer.

____ 6. I am afraid that my friends will find out that I am not doing well in school.

____ 7. When learning seems too hard, I just give up.

____ 8. My teachers don't seem to know or care about how I learn best.

____ 9. I sometimes find out that I have done an assignment incorrectly because I didn't understand the directions, or because I didn't check the directions to see if I was doing it right.

____ 10. I forget the dates that assignments are due.

____ 11. I purposely don't do well on some assignments so my friends won't think I'm a nerd.

____ 12. I avoid trying new things because I may not be good enough at them.

____ 13. I kill time in class by daydreaming.

____ 14. Sometimes I turn in my work late because I'm not satisfied with the job I did and I need more time to revise it.

____ 15. Sometimes my teachers use words I don't understand.

____ 16. Big projects overwhelm me. I think I'll never get them done.

____ 17. I don't know some of the things my teachers expect me to know.

____ 18. I have a hard time asking for help.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.02 Display a positive interest in learning.

GRADE: 9-12

OUTLINE: Students use a self-assessment to measure level of positive feelings toward school and learning.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR:

- Students complete handout separately and share those responses they wish to talk about in a class discussion or
- Counselor can use a "forced-choice" approach by calling out each of the statements and having students move around the room to areas designated "ALWAYS", "SOMETIMES", and "NEVER" to indicate their selection.

PARENT: If a student indicates high negativity towards school through his/her responses, a follow-up with student would be appropriate. Parent/teacher conferences may result from the individual student conference if needed.

COMMUNITY:

EVALUATION: Student demonstrates positive feelings toward school.

619

618

1.02 ATTACHMENT

HOW I FEEL ABOUT SCHOOL

Directions: The following statements deal with attitudes or feelings about school. After reading each statement, you will underline the word that best describes your behavior in school.

Example: I do my homework. ALWAYS SOMETIMES NEVER

1	**I listen to everything the teachers say.**	**ALWAYS**	**SOMETIMES**	**NEVER**
2	**I do my homework before I watch television or surf the Internet.**	**ALWAYS**	**SOMETIMES**	**NEVER**
3	**I come to school even if I am sick.**	**ALWAYS**	**SOMETIMES**	**NEVER**
4	**Lunch is the most enjoyable time at school.**	**ALWAYS**	**SOMETIMES**	**NEVER**
5	**What I learn in school is important. It will help me later in life.**	**ALWAYS**	**SOMETIMES**	**NEVER**
6	**I come to school on time.**	**ALWAYS**	**SOMETIMES**	**NEVER**
7	**I take care of school property.**	**ALWAYS**	**SOMETIMES**	**NEVER**
8	**I am kind and courteous to my classmates and teachers.**	**ALWAYS**	**SOMETIMES**	**NEVER**
9	**I enjoy coming to school.**	**ALWAYS**	**SOMETIMES**	**NEVER**
10	**I feel good about the quality of work I do in school.**	**ALWAYS**	**SOMETIMES**	**NEVER**

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.03 Demonstrate pride in work and in achievement.

GRADE: 9-12

OUTLINE: This activity is designed to focus the student's accomplishments to date, what they want to accomplish in their lives, and who might help them in achieving their goals.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR: Have the students complete the handout individually then either pair up or get in small groups of 3-4 students to discuss their answers. Questions to be posed at the end of the dyad/small group discussions:

- What are some examples of achievements within the class?
- What kinds of things are the students currently doing to prepare themselves for their goals?
- Are there other "Philosophies of Life" they would like to share?
- How would they feel if they were successful in accomplishing all of their goals?

PARENT:

COMMUNITY:

EVALUATION: Student can list personal achievements and strategies to meet future goals.

1.03 ATTACHMENT

"THIS IS YOUR LIFE!"

Each student is to imagine that they have lived to be eighty years old and a surprise birthday party is held in their honor. During the party, they are asked the following questions. The student is to respond to each of the four questions.

1.If you could pick three of your greatest accomplishments to be recognized today, which three would you choose?

2.If you could select the special guests to surprise you at your birthday party, which guests would you especially want to be present?

3.If you could pick one phrase that sums up your Philosophy of Life, which of these would you choose?

- Go for all the Gusto you can get!
- Live and let live.
- Eat the elephant one bite at a time.
- Do your own thing.
- Do your own thing, but don't get caught.
- Do unto others as you would have them do unto you.
- Eat, Drink, and Be Merry.
- ______________________________.

4.At the end of the party, they ask you to make a brief one minute speech about what events, people, or things added meaning to your long life. Outline briefly the kinds of things you would tell them in your speech.

____

____

____

____

Adapted from Large Group Guidance Activities, Joe Wittmer and Diane Thompson, Educational Media Corporation

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.04 Justify mistakes as essential to the learning process.

GRADE: 9-12

OUTLINE: Students discuss benefit of taking responsibility for actions.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR:
- Distribute the "I Did It!!" story and ask students to read it silently.
- Ask volunteers to describe experiences they have had with family members, classmates or friends similar to the story's character.
- Ask students for examples of how taking personal responsibility for actions affects the atmosphere in school. Ask them to be specific but not to name names.
- List on the chalkboard the barriers to accepting responsibility for one's own behavior and discuss.
- Discuss how taking responsibility for one's own behavior is an important step toward maturity in areas such as the following:
    - Rumors – spreading or starting.
    - Drugs and alcohol – using or reporting those who use or sell.
    - Fights – so called "innocent bystander," provoking confrontations in others, etc.
    - Honest Reputation – sticking up for someone who is innocent even if you don't like the person.

Adapted from lesson by John Ryan, Cleveland Public Schools, Cleveland, Ohio

PARENT:

COMMUNITY:

EVALUATION: Student demonstrates responsible behaviors/can identify strategies for eliminating barriers to responsible behavior.

1.04 ATTACHMENT

I DID IT!!

When Lorenzo, a student at Utopia High School was younger, he loved to watch the old black and white television show, "Perry Mason". In that show life was simple. "Bad Guys" always got caught, their crimes were proven beyond a doubt or the culprit would confess in a courtroom scene saying, "I did it! I did it! They went too far and ... I did it!!"

Lorenzo often thought of that line when he observed his fellow students at Utopia High. It seemed that no matter what they did or how many people saw it, they would always deny doing anything or worse yet, blame others. Once a student named Marquita even took Lorenzo's English paper. She tore his name off, wrote in her own name and turned it into the teacher. When the teacher noticed the difference in the handwriting and questioned Marquita, she just kept repeating, "It's mine. I wrote it." Lorenzo didn't have too much trouble figuring out what happened or convincing the teacher that the paper had been stolen. However, Marquita never admitted it or said she was sorry. Not that Lorenzo was the greatest student, but really, taking someone else's paper seemed pretty low.

In talking with his friends, Lorenzo found that similar situations had happened to them. In one case, a security officer had been a witness to an incident. Even then, the student refused to admit he did anything.

"Why can't people admit when they do something wrong and accept responsibility for it?" Lorenzo asked. "Why can't they just say, 'I did it'?"

John Ryan, Cleveland Public Schools
Cleveland, Ohio (ASCA Resource Kit)

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.05 Practice attitudes and behaviors which lead to successful learning.

GRADE: 9-12

OUTLINE: The *Obstacles to School Success Checklist* (Handout 01.05) can be used to identify concerns in the following areas: learning, developing study habits, managing school work, goal setting, and dealing with personal issues. It may be completed by a teacher individually or within a Student Staff Support Team. Its purpose is to pinpoint items of concern so that an action plan may be developed.

ACTIVITIES/STRATEGIES:

TEACHER: Understand referral process of students who need further assistance to counselors.

COUNSELOR: Consult with teacher about stratigies for helping students who indicate areas of need.

PARENT: The Obstacles to School Success Checklist may be used as a structured information-gathering tool in order to develop an action plan for an underachieving student.

COMMUNITY:

EVALUATION: Student is able to identify barriers to succeeding in school and at least two ways to access assistance.

631

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1.05 ATTACHMENT

OBSTACLES TO SCHOOL SUCCESS CHECKLIST

Check the items below that are believed to contribute to ____________________'s lack of school success. Items are grouped by concern area.

LEARNING

____ 1. Does not see the importance of classroom learning.
____ 2. Is involved in learning that does not provide enough challenge.
____ 3. Is involved in learning that is too difficult.
____ 4. Lacks the basic skills needed to be successful.
____ 5. Has learning disabilities or deficits that affect the ability to learn.
____ 6. Gives up when learning becomes too hard.
____ 7. Daydreams; does not listen attentively in class.
____ 8. Refuses to participate in class discussions or activities.
____ 9. Is passive in the classroom, shows little involvement in or enthusiasm about learning.
____ 10. Challenges or refuses to do assignments because of "boredom".
____ 11. Is distracted during learning.
____ 12. Refuses to complete assignments or decides to just let them go.
____ 13. Does just enough to get by.
____ 14. Is not motivated by class activities and projects.
____ 15. Lacks a goal for school achievement.
____ 16. Does not see a need for school in his or her future plans.
____ 17. Lacks role models for achievement.
____ 18. Other:____

DEVELOPING STUDY HABITS

____ 1. Does not proofread or check over work.
____ 2. Does not put in sufficient time to produce quality work.
____ 3. Does not have a study method to help remember information.
____ 4. Does not have a regular schedule and time commitment for study.
____ 5. Does not have an efficient and effective way to take notes.
____ 6. Cannot predict possible items in an exam; cannot separate important from unimportant information.
____ 7. Lacks a place to study away from distractions.
____ 8. Has competition for study time (is overcommitted).
____ 9. Other:____

1.05 ATTACHMENT

OBSTACLES TO SCHOOL SUCCESS CHECKLIST *Continued*

MANAGING SCHOOL WORK

____ 1. Does not have a method for keeping track of assignments and deadlines.
____ 2. Does not know how to break down a large project into small, accomplishable steps.
____ 3. Leaves work until the last minute.
____ 4. Does not successfully prioritize activities when several things need to be done.
____ 5. Other:____________________

SETTING GOALS

____ 1. Does not know how to set long-term or short-term goals.
____ 2. Lacks appropriate incentives for school performance.
____ 3. Cannot identify obstacles to progress or find ways to overcome them.
____ 4. Does not see the benefits of change.
____ 5. Lacks home or school support for change.
____ 6. Other:____________________

DEALING WITH PERSONAL ISSUES

____ 1. Has pressure from friends not to do too well.
____ 2. Has low self-esteem; does not believe it is possible to succeed.
____ 3. Is in a power struggle at home or school.
____ 4. Lacks respect for teacher(s) and/or parent.
____ 5. Is a perfectionist who can't settle for less than the best; may fail to turn in work even when it is complete because it isn't yet "good enough".
____ 6. Has unrealistic expectations (either too high or low) set by self, parent, or teacher.
____ 7. Is stressed and anxious.
____ 8. Lacks confidence in his/her academic skills.
____ 9. Is a poor risk taker (not willing to try new activities).
____ 10. Does not recognize personal improvement, only being "the best".
____ 11. Has family issues (examples: divorce, move to a new city, other change in living situation.
____ 12. Has health problems (examples: long illness, eating disorder).
____ 13. Has alcohol or other chemical dependency problems.
____ 14. Has mental health problems. (example: depression).
____ 15. Other:____________________

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.06 Apply time management and time management skills.

GRADE: 9-12

OUTLINE: Students focus on time management techniques.

ACTIVITIES/STRATEGIES:

RESOURCE: From Diane Heacox, *UP FROM UNDERACHIEVEMENT*, Free Spirit Inc., 1991

TEACHER: See counselor activity.

COUNSELOR: Discuss the following handout in a classroom or small group setting. Have students share their goals with the group.

PARENT:

COMMUNITY:

EVALUATION: Students are able to identify short and long term goals.

1.06 ATTACHMENT

TIME CLOCK

Time slips by faster than we realize. Time seems to fly when we know we have work to do. Before we realize it, weeks and months have slipped away and we still haven't gotten to what we wanted to do. Someone has mathematically calculated a schedule that compares the average lifetime with a single day, beginning at 7:00 a.m. If your age is:

- **15 years old, the time is 10:25 a.m.**
- **25 years old, the time is 12:42 p.m.**
- **35 years old, the time is 3:00 p.m.**
- **45 years old, the time is 5:16 p.m.**
- **55 years old, the time is 7:34 p.m.**
- **65 years old, the time is 9:55 p.m.**
- **70 years old, the time is 11:00 p.m.**

This activity will be to draw a Life Clock and mark your age and what you would like to have accomplished by that time. List 5 lifetime goals and place them in the proper place on your Life Clock.

FIVE LIFETIME GOALS:

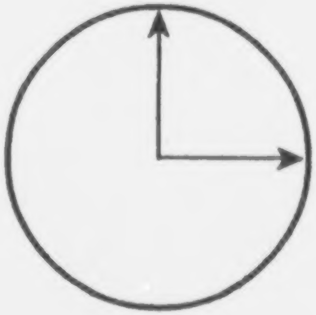
1.______________________________

2.______________________________

3.______________________________

4.______________________________

5.______________________________



ASCA Resource Kit
Anne Hartman

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.07 Demonstrate how effort and persistence positively affect learning.

GRADE: 9-12

OUTLINE: Understanding of needs and building up resources can help change behaviors in reaction to frustrating situations. Students must learn to develop constructive alternatives that will satisfy needs.

TEACHER: See counselor activity.

COUNSELOR: Give students Frustration Flow Chart. Ask them to complete the chart keeping the following in mind:

- How well are you identifying your needs?
- What are some additional things you might do beyond those you have listed?
- How constructive are your alternatives in alleviating the frustration?

Allow students time to brainstorm within the classroom or small group possible alternative behaviors to ease frustrations.

PARENT:

COMMUNITY:

EVALUATION: Students can identify several alternative behaviors to replace inappropriate ones.

1.07 ATTACHMENT

FRUSTRATION FLOW CHART

1
What are some frustrations I have met recently?

2
How did I feel when I encountered the frustrations?

3
What need do I think was blocked?

4
How did I handle those frustrations?

5
Is there something else I wish I had done?

6
What were the effects of what I did on myself and on someone else?

BEST COPY AVAILABLE

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.08 Use communication skills to know when and how to ask for help when needed.

GRADE: 9-12

OUTLINE: Students focus on development of communication skills.

STRATEGIES/ACTIVITIES:

RESOURCE: John Rowe, Marvin Pasch, & William F. Hamilton, *The New Model Me*, Teachers College Press, 1973

TEACHER: See counselor activity.

COUNSELOR: Have students complete handout. Through review of the handout facilitate a discussion about communication. Goals of this activity are to:

- Raise student awareness that a communication process model exists.
- Help students identify good listening skills.
- Assist students in evaluation of connotation and formal/informal language.
- Teach students the importance of non-verbal communication.
- Help students identify interviewing skills.

PARENT:

COMMUNITY:

EVALUATION: Students demonstrate observable communication skills.

1.08a ATTACHMENT

COMMUNICATION

Objectives	Applicable Items	Total Items
1. Students are aware of a communication process model.	9-15,22-29	15
2. Students will identify listening skills	4-8, 16, 20, 43-47	12
3. Students will evaluate connotation and formal and informal language.	21, 30-35	7
4. Students will evaluate the importance of non-verbal communication.	3, 18, 19	3
5. Students can identify interviewing skills.	1,2,17, 36-42	10
		47(total items)

Scoring Key

Section IA:

1. SA
2. SD
3. SA
4. F
5. T
6. T
7. F
8. F
9. AI
10. SI
11. AI
12. SI
13. RI
14. SI
15. AI

Section II:

16. SA
17. SD
18. SD
19. SA
20. SD
21. SD
22. VI
23. VI
24. VI
25. VI
26. I
27. I
28. I
29. I
30. I
31. F
32. F
33. I
34. F
35. I
36. VH
37. VH
38. LH
39. LH
40. H
41. H
42. LH
43. F
44. T
45. T
46. F
47. F

BCL Competency Tests, Arland Benson, Linda Carlson, Judy Larsen

Continued

1.08a ATTACHMENT

COMMUNICATION *Continued*

Section I(A)

Directions:
On the answer sheet, circle your response to each statement or Question. On those statements where you are to choose **SA, A, D,** or **SD,** use the following chart:

SA – Use this if you strongly agree with the statement.
A – Use this if you agree, but not strongly.
D – Use this if you disagree, but not strongly.
SD – Use this if you strongly disagree.

1. Communication skills are required for most jobs. SA A D SD
2. In an interview, only the interviewer should ask questions. SA A D SD
3. Voice tone, emphasis, gestures and facial expressions often convey messages even though words may not be used. SA A D SD

A. Jane wants to be a "good listener" so whenever her parents are speaking She should: (Circle T for true, F for false)

4. Agree as much as possible T F
5. Check out what she thinks her parents said. T F
6. Respond by word or gesture to what was said. T F
7. Not reveal her opinions. T F
8. Keep her parents talking as much as possible. T F

Continued

1.08a ATTACHMENT

COMMUNICATION Continued

B. Rate the importance of the following items in the communication process. (Circle **AI** for Always Important, **SI** for Sometimes Important, and **RI** for Rarely Important.)

9. Asking Questions AI SI RI

10. Talking a lot AI SI RI

11. Gestures, expressions AI SI RI

12. Being polite AI SI RI

13. Never disagreeing AI SI RI

14. Distance between people AI SI RI

15. Purpose of the message AI SI RI

BCL Competency Tests, Arland Benson, Linda Carlson, Judy Larsen

Section II

16. Paraphrasing, which is helpful in communicating with another person, means putting the other person's ideas in different words. SA A D SD

17. Eye contact is relatively unimportant in an interview. SA A D SD

18. Almost all of our communication is by speaking, listening, reading or writing. SA A D SD

19. Verbal communication is usually easier to understand than non-verbal communication. SA A D SD

20. If a listener thinks he/she has understood what the speaker has said, he/she is probably right and should not take up time trying to clarify the message further. SA A D SD

21. Words usually have the same meaning to everyone. SA A D SD

Continued

1.08a ATTACHMENT

COMMUNICATION Continued

C.Indicate where communication is important. (Circle VI for Very Important, I for Important, and NI for Non Important.)

22.	School Committees	VI	I	NI
23.	Hobby Clubs	VI	I	NI
24.	Applying for a job	VI	I	NI
25.	Keeping a job	VI	I	NI
26.	Watching TV	VI	I	NI
27.	Relaxing at home	VI	I	NI
28.	Telling jokes	VI	I	NI
29.	Reading a newspaper	VI	I	NI

D.Describe the following items as examples of formal or Informal language (Circle F for formal, I for informal.)

30.	Slang	F	I
31.	Business letters	F	I
32.	Job applications	F	I
33.	Social conversation	F	I
34.	Parliamentary procedure	F	I
35.	Nicknames	F	I

BCL Competency Tests, Arland Benson, Linda Carlson, Judy Larsen

Continued

1.08a ATTACHMENT

COMMUNICATION Continued

E.You have been asked to interview someone about their job. How helpful would each of the following activities be: (Circle **VH** for very helpful, **H** for helpful, and **LH** for little help.)

36.	Find out about the person's interests	VH	H	LH
37.	Investigate the occupation	VH	H	LH
38.	Bring a friend or relative along.	VH	H	LH
39.	Use big words.	VH	H	LH
40.	Write out questions.	VH	H	LH
41.	Read your questions.	VH	H	LH
42.	Pretend you understand everything even if you don't.	VH	H	LH

F.Listening, in its fullest sense, involves: (Circle **T** for true, **F** for false.)

43.	Agreeing with the speaker as much as possible.	T	F
44.	Checking out with the speaker what you think he/she said.	T	F
45.	Responding to the content of the message.	T	F
46.	Not revealing your own opinions.	T	F
47.	Keeping the speaker talking as much as possible.	T	F

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Continued

1.08a ATTACHMENT

COMMUNICATION ANSWER SHEET

NAME: ______________________________

Section IA:

1. SA A D SD
2. SA A D SD
3. SA A D SD

4. T F
5. T F
6. T F
7. T F
8. T F

9. AI SI RI
10. AI SI RI
11. AI SI RI
12. AI SI RI
13. AI SI RI
14. AI SI RI
15. AI SI RI

Section II:

16. SA A D SD
17. SA A D SD
18. SA A D SD
19. SA A D SD
20. SA A D SD
21. SA A D SD

22. VI I NI
23. VI I NI
24. VI I NI
25. VI I NI
26. VI I NI
27. VI I NI
28. VI I NI
29. VI I NI

30. F I
31. F I
32. F I
33. F I
34. F I
35. F I

36. VH H LH
37. VH H LH
38. VH H LH
39. VH H LH
40. VH H LH
41. VH H LH
42. VH H LH

43. T F
44. T F
45. T F
46. T F
47. T F

BCL Competency Tests,
Arland Benson, Linda Carlson,
Judy Larsen

1.08b ATTACHMENT

COMMUNICATION

Differences in Meaning – Connotation

Do the underlined words in the sentences below mean the same thing to each person listed? Write briefly what you suppose they mean to each.

•This is an important assignment.	TEACHER: STUDENT:
•Be home early.	MOTHER: DAUGHTER:
•He received a generous wage.	EMPLOYER: EMPLOYEE:
•Drive slowly.	FATHER: SON:
•I waited a long time.	PARENT: CHILD:
•I finished my homework.	FATHER: DAUGHTER:
•It is a bargain.	BUYER: SELLER:

Communication Student Booklet,
Arland Benson, Linda Carlson,
Judy Larsen

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.09 Apply knowledge of learning styles to positively influence school performance.

GRADE: 9-12

OUTLINE: Students explore their learning styles.

STRATEGIES/ACTIVITIES: *Adapted from Omerea Clemons, ASCA Resource Kit*

TEACHER: See counselor activity.

COUNSELOR: Materials needed are chalk, chalkboard (or dry erase board), tape recorder, tape of popular music, two minute timer, pencils and paper for students. Discuss the auditory, kinesthetic, and visual learning styles. Tell the students the following activities will help them to discover their ways of learning and the best ways for them to study. Write five words that are unfamiliar to the students on the board. Instruct the students to study these words by copying each word three times and to spell the word just loudly enough for themselves to hear. Give them two minutes to study. Erase the board. Call out the five words for the students to write. Write another set of five unfamiliar words on the board. Tell them to study any way for two minutes. Play the tape of popular music while they study. Erase the board, and call out the words for the students to write. Write another set of five words and have the students chose a partner with whom to study. Allow two minutes, then erase the board and call out the words. Write another set of unfamiliar words on the board and instruct the students to concentrate silently on the words. Allow two minutes, erase the board, and call out the words for the students to write. Give the students the correct spellings for them to self-correct their papers. Discuss findings and how to use the results to know how they learn best.

PARENT:

COMMUNITY:

EVALUATION: Student is knowledgeable about his/her learning style preference.

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.10 Verify responsibility for actions.

GRADE: 9-12

OUTLINE: Student can identify responsible behaviors in self and others.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: Discuss/assess responsibility for individual actions. Have students complete the following activities.

- Group students (4-5 per group) and have each group develop a list of five frequently used "excuses" and give a situation for each in which the excuse would be justifiable and a situation for which the excuse would not be justifiable. Each group will then share with the large group their lists.
- Have students answer the following questions in a narrative essay form:
- Who is responsible to whom?
- What should individuals do in order to behave responsibly? Have those students who are comfortable share their essays with the class/group.
- Brainstorm with the group significant contributions others have made to society. LIST at least ten people that the class feels have made the most significant contributions to society. Clearly identify why their actions were considered to be significant.
- Have students complete the sentence, "This (my) world is a better place because of the contributions of . . . . . ." with reasons for this choice and share their sentence with a partner.

PARENT:

COMMUNITY:

EVALUATION: Student completes essay on responsible behaviors.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.

GRADE: 9-12

OUTLINE: Student is able to demonstrate cooperation in a group exercise.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: Share the following exercise with students. Have the students read the handout and then work in pairs to construct the five pyramid examples. Then in the last three blocks, have the students work independently to construct new examples.

PARENT:

COMMUNITY:

EVALUATION: Studnet cooperates in group activity.

1.11a ATTACHMENT

COOPERATION

In a group, a person must feel that he or she is liked, admired, and respected. If she or he feels that the others in the group enjoy his or her company and consider his or her ideas important, he or she will do a much better job. The key to a successful working groups is cooperation. In cooperating, the members must feel loyalty to the group. If they do, the group can be tightly knit and help each other. They act as a team and show team spirit. A group that cooperates does more work because they distribute the workload among the members. They all share in the work instead of having one or two members burdened with the majority of the tasks. They care about and want to help each other. If a group is uncooperative, the group members are usually concerned only with themselves. They tend to do only the work assigned to them, get angry about assignments and take no initiative of their own. Cooperation does not mean that a group never disagrees. A group that cooperates and communicates well does have disagreements and questions, but they are used constructively. A member of a group cannot stand by while the others make a wrong decision or do a poor job. Each member must feel free to disagree or question when he or she finds it necessary. Disagreement and questioning help the group to make better decisions by looking at all sides of a question. How can you help members of a group you are in to cooperate? One way is to be positive as you can. A second way is to be friendly and open to everyone in the group. A third way is to help to do something for the group or to volunteer for a job. A final way is to try to make other members of the group relax and have fun while completing the tasks of the group. In the work world, cooperation is needed every day in every person's job. One of the best examples is an assembly line in a factory. Each member of the line has a job to do. All the members of the line must cooperate to form the finished product. What would happen if one person on the assembly line did not care about finishing his or her job? Would the product ever be finished? Not only does one job depend on cooperation, but several occupations depend on the cooperation of other occupations. We could build people pyramids showing the dependency of occupations. For example, when a consumer goes out to by a car, the people pyramid may look something like this:

____▲____<- auto buyer

auto sales owners -> ____▲▲____

____▲▲▲____ <- auto sales persons

auto truck drivers-> ____▲▲▲▲____

____▲▲▲▲▲____ ->Secretaries who take auto orders

auto factory workers->____▲▲▲▲▲▲____

__________<- auto designers

There are several other occupations that could fit this particular pyramid such as railroad people, advertisers, receptionists, union leaders, and so on. Following are some pyramids for you to fill in. There are five examples given for you. Then there are three pyramids that you are to design without help.

Continued

1.11b ATTACHMENT

COOPERATION *Continued*

PEOPLE PYRAMIDS

Person watching television	Someone buying groceries	A medical operation	Film processing
Student	First example	Second example	Third example

Arland Benson, Linda Carlson, Judy Larsen: Cooperation Student Booklet

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.12 Develop a broad range of interests and abilities.

GRADE: 9-12

OUTLINE: Students identify interests.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: Under "Things I Would Enjoy Doing," first list 15 things that you *have done* and enjoy; then list 5 things (from 16-20) that you *have not yet done* but think you would enjoy.

- In Column I, put an x next to activities that your mom or dad would have on their lists.
- In Column II, put an x next to activities that you have learned to value in the past five years.
- In Column III, place a date to tell the last time you did the activity. If you have never done the activity, list the date when you might reasonably expect to do it.
- In Column IV, put an A beside each activity that you would do alone, and a P beside each activity you would do with other people.
- In Column V, rank-order your five most enjoyable activities. Place a 1 next to the most enjoyable, and so on.

Questions for Discussion:

1. What do your activities tell you about your values?
2. How do your valued activities differ from those of your parents? How are they similar?
3. Have your activities changed over the last five years? Are there any changes between five years ago and now in your activities or inthose activities you have not done but would enjoy?
4. How many of your activities require money? How will you accumulate resources to enable you to do what you enjoy?

PARENT:

COMMUNITY:

EVALUATION: Students completed survey.

The New Model Me, John R. Rowe, Marvin Pasch, and William F. Hamilton, Teachers College Press, 1973

1.12 ATTACHMENT

TWENTY THINGS I LIKE (OR WOULD LIKE) TO DO

Things I Would Enjoy Doing	I	II	III	IV	V
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

The New Model Me, John R. Rowe, Marvin Pasch, and William F. Hamilton, Teachers College Press, 1973

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE: 001.13 Demonstrate dependability, productivity, and initiative.

GRADE: 9-12

OUTLINE: Students explore reasons for setting goals.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: There are common reasons why people don't set and work toward goals.

1. Making big decisions is just too hard.
2. It is too risky.
3. I know my goal: I want to be happy.
4. Goals will restrict my freedom and spontaneity.
5. I don't know how to begin.

Ask the students "What is your reason for not setting goals?" List some of their reasons on the board. Share the handout on the FAILURE CYCLE and the SUCCESS CYCLE. Give the students the following tips for realizing their goals:

6. Be sure your goals are your goals.
7. Put your goals in writing.
8. Goals must be realistic, specific, measurable, and compatible with each other.
9. Realize that goals can be revised and changed.
10. Set a target date for accomplishing each goal.
11. Prioritize your goals-work the hardest on the most important.
12. Break big goals into subgoals. Reward yourself for completing these subgoals.
13. Put up goal and subgoal reminder signs.
14. Set goals beyond goals.

Give the students the following handout and ask them to complete the twelve questions.

PARENT: Review the practical tips on realizing goals. Talk with your child about his/her goals and ask if they will share their written goals with you.

COMMUNITY:

EVALUATION: Students can demonstrate a goal setting strategy

1.13a ATTACHMENT

CYCLES OF SUCCESS AND FAILURE

FAILURE CYCLE	SUCCESS CYCLE
1. Standing Still	1. Goal Setting and Pride
2. Non-Achievement	2. Goal Achievement
3. Boredom, Depression	3. Satisfaction
4. Feelings of Worthlessness	4. Increased Self-Confidence

BEST COPY AVAILABLE

1.13b ATTACHMENT

HOW TO REALIZE YOUR GOALS

Practice setting a goal by completing the following action-planning exercise. Think through an intermediate-range goal that you would like to achieve.

15.State clearly and specifically a goal you would like to achieve in the next six months.

16.Why do you want to achieve it?

17.If you succeed, what will it do for you?

18.What will you consider to be a moderate success? A good success? A tremendous success?

19.How much do you want to achieve this goal?

20.How will achieving this goal contribute to the attainment of longer-range goals?

21.What price will you have to pay to achieve this goal? Are you willing to pay it?

22.Estimate your chances of achieving this goal.

23.What will happen if you aren't successful?

24. List the major subgoals involved in achieving this goal and assign a target date to each.

25.What obstacles stand between you and successful completion of this project? How will you overcome them?

26.What can you do today that will start you on the path to achieving this goal?

When you have answered this last question, you are well on your way to realizing your top goals.

Elizabeth Clay McPhail, *Motivation +Plus: 18 Ready-to-Use 15-Minute Lecturettes*

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 001.00 Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBJECTIVE:: 001.14 Communicate knowledge.

GRADE: 9-12

OUTLINE: Students practice effective communication skills.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR:

- Divide the students into triads and have each group select one of the communication blocks. Each group should prepare a dialogue which illustrates the "communication stopper" in action. The leader may wish to have prepared scripts available.
- The students should present the dialogue, and a discussion of each should follow considering what happened to the communication.
- Follow-up should include alternative methods of communication which open rather than block communication.
- Observe the presence or absence of communication blocks during class discussions.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate open communication techniques.

ASCA Resource Kit, Elsie Campbell, Sandy Valley Local Schools, Magnolia, Ohio

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.01 Demonstrate the motivation to achieve individual potential.

GRADE: 9-12

OUTLINE: This activity focuses the student's attention on the need to plan during each person's lifetime.
It tells the students "you have a choice as to how your spent your time and energies."

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: Ask the students to get out a blank sheet of paper. Pass out the handout and read the directions together at the top of the page. Ask the students to be reflective and thoughtful in their responses.

Some students will practice avoidance reactions to this strategy. They might joke around or display some other nervous response. Try to protect those students who are really grappling with the exercise, however, by insisting on silence. Give students for whom this activity is threatening the opportunity to simply list accomplishments they would like to achieve during their lifetimes.

After each student has completed his/her lifeline, ask the group if anyone would like to share their proposed accomplishments.

PARENT:

COMMUNITY:

EVALUATION: Students can identify at least two lifetime goals.

ASCA Resource Kit, Elsie Campbell, Sandy Valley Local Schools, Magnolia, Ohio

2.01 ATTACHMENT

MAKE A LIFELINE

CREATING A LIFELINE is another approach to planning. On the left edge of a piece of paper, write your birth date. On the right edge of the paper, write down the year you think you may die. (There's no need for alarm-this is simply a tool!) Connect the two dates with a straight line. Put today's date where it belongs on the line.

Next, think about some important events that have happened in your life so far, and note them on the lifeline. Examples may include getting braces, being in an accident, learning to ride a bike, experiencing change in your family, or any other important day.

Now think about things you would like to accomplish. Write each goal on the lifeline at the point when you would like to achieve it.

After finishing your lifeline, complete the following sentences in as many ways as you can. Use blank sheets of paper to complete this journal.

I want. . . .

Go with your first thoughts. Don't stop to edit or rewrite. Get more specific with the following:

In the area of school, I want . . . .

In the area of relationships, I want . . . .

In my future career, I want . . . .

Dave Ellis and Peter Lenn, *The Learning Power Workbook*, Learning Technologies Corporation, 1995

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.02 Apply critical thinking skills.

GRADE: 9-12

OUTLINE: Students apply a problem-solving method.

ACTIVITIES/STRATEGIES:

TEACHER: Counselor will have students complete handout and facilitate discussion about problem solving.

COUNSELOR:

PARENT:

COMMUNITY:

EVALUATION: Students demonstrate a decision-making model.

2.02 ATTACHMENT

PROBLEM SITUATIONS

Decision Problem #1:

THE SITUATION

Lee is a 15 year-old student with several interests including music, sports, and biology. Lee has many friends and is in many activities in school and in the community. Lee's family includes both parents and two younger brothers. Lee has a paper route which helps pay for some school and clothes expenses.

THE DECISION

Lee has to pick classes for next year and has to choose between Introduction to Math or Algebra I and between Earth Science and Biology. The Introduction to Math and Earth Science do not have very much homework. Both Algebra I and Biology have homework. Lee is also looking at how much time can be spent on the paper route.

THE ALTERNATIVES

What alternatives does Lee have? List at least three.

1.____

2.____

3.____

Decision Making Student Booklet, Arland Benson, Linda Carlson, Judy Larsen

2.02 ATTACHMENT

PROBLEM SITUATIONS Continued

Decision Problem #2:

THE SITUATION
Lee, an 18 year old high school graduate who is interested in designing objects of metal, took part in sports, and took TV Production I & II while in high school. Lee is the middle of three children and lives at home with both parents and a younger brother. Lee has had a part time job working 15 hours per week washing dishes for two years.

THE DECISION
Lee is wondering whether to go for more education, look for a full time job, or join one of the armed services.

THE ALTERNATIVES

What alternatives does Lee have? List at least three.

4.______________________________

5.______________________________

6.______________________________

Decision Making Student Booklet, Arland Benson, Linda Carlson, Judy Larsen

2.02 ATTACHMENT

PROBLEM SITUATIONS Continued

Short Term and Long Term Consequences Chart

Decision Problem ____

SHORT TERM CONSEQUENCES	LONG TERM CONSEQUENCES			
Alternative #1	To Self	To Others	To Self	To Others
____________________ 1. ____________________ 2.				
Alternative #2 ____________________ 1. ____________________ 2.				
Alternative #3 ____________________ 1. ____________________ 2.				

Decision Making Student Booklet, Arland Benson, Linda Carlson, Judy Larsen

2.02 ATTACHMENT

PROBLEM SITUATIONS *Continued*

My Own Decision

A decision problem or choice I will have in the next few days/months is:

Alternatives: List at least three; try to list more.

	Consequences	Influences
1.	1. ____________ 2. ____________	1. ____________ 2. ____________
2.	1. ____________ 2. ____________	1. ____________ 2. ____________
3.	1. ____________ 2. ____________	1. ____________ 2. ____________
4.	1. ____________ 2. ____________	1. ____________ 2. ____________
5.	1. ____________ 2. ____________	1. ____________ 2. ____________
6.	1. ____________ 2. ____________	1. ____________ 2. ____________

My best alternative is ______________________________

Because:

Decision Making Student Booklet, Arland Benson, Linda Carlson, Judy Larsen

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.03 Apply the study skills necessary for academic success at each level.

GRADE: 9-12

OUTLINE: Students improve concentration skills by learning to apply SQ3R.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR: Conduct a discussion on concentration with students, offering examples of how they have or have not mastered this skill. The discussion should then move to methods of improving concentration. Points to cover include:

1. Outside forces which interfere with concentration, such as lighting, temperature, seating or noise.
2. Internal forces which interfere with concentration, such as lack of interest and daydreaming.

The study method S Q 3R will be described to the class.
S= Survey – Skim the material paying special attention to headings maps, charts, graphs, and words where the meaning is unknown.
Q= Question – If questions are not assigned the student will write some.
R= Read – Read the material through without stopping.
R= Recite – Answer the questions without referring to the text.
R= Review – Review the material frequently.

- The class will review their personal study habits in relationship to the SQ3R study method.
- Students will write their plans for completing a specific class assignment, i.e., term paper.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate the SQ3R study method.

Resource:
PLANNED GROUP COUNSELING AND GUIDANCE,
Wrenn, Hein, Schwarzrock,
American COUNSELING AND GUIDANCE Service, Inc.

LESSONS

CURRICULUM SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.04 Seek information and support from faculty, staff, family, and peers.

GRADE: 11-12

OUTLINE: This lesson can be used with parent information sessions and with students preparing for graduation.

STRATEGIES/ACTIVITIES

TEACHER:

COUNSELOR:
Procedure:

1. **Stay Informed**. Read the school's newsletters and other information that is generally sent to you by the college. Get your own copy of the college catalog and student handbook.
2. **Get Involved**. Check into any parents' associations at the school. In addition to feeling more a part of the college, you'll make new friends.
3. **Communicate**. Don't hesitate to call if you are concerned about something involving the college or your child.
4. **Expect change**. There will be times you may not like what your child is doing or are uncomfortable with thoughts expressed. Be patient, understanding and flexible.
5. **Provide challenge and support**. It's like teaching a child to swim: The parent decides when to let him/her flounder and when to rescue him/her. The college experience is no different. Parents need to decide when to provide encouragement and when to intervene. When it comes to financial support beyond tuition, room, board and books, take a walk through the campus, the bookstore and the town. You'll gain a sense of what's appropriated.
6. **Show your Interest**. Ask about academic work. Visit the campus on Parents Weekend.

Pete Goldsmith, Dean of Student Life, Old Dominican University, Norfolk, Virginia

PARENT:

COMMUNITY: Publicize post-secondary options information sessions within the community.

EVALUATION:

- Parent/student conference.
- Illustrating understanding of steps in post-secondary planning.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.05 Apply academic information from a variety of sources.

GRADE: 9-12

OUTLINE: Students receive information related to academic course selection and graduation.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor. Review the high school graduation requirements for each of the grade levels taught. Be aware that new courses of study and requirements are in effective with the Freshman Class of 2000-01.

COUNSELOR:

- Have students take the High School Graduation quiz during the first month of school.
- Use the data gathered to prepare classroom guidance sessions on College Tech Prep, Career Prep, College/University Prep, EOC Testing, NC Competency Testing, Computer Skills Testing, PSAT/SAT/ACT, Advanced Placement, units of credit, promotion requirements, and athletic participation requirements.
- Review the North Carolina Scholars Program requirements.
- Have students compare graduation requirements, UNC Admissions Requirements, and NC Scholars requirements and write down the similarities and differences of the types of requirements.

PARENT: In PTSA meetings, review College Tech Prep, Career Prep, College/University Prep, EOC Testing, NC Competency Testing, Computer Skills Testing, PSAT/SAT/ACT, Advanced Placement, units of credit, promotion requirements, and athletic participation requirements. Also review the North Carolina Scholars Program requirements.

COMMUNITY:

EVALUATION: Students demonstrate knowledge of high school academic programs and graduation requirements.

2.05 ATTACHMENT

HIGH SCHOOL GRADUATION QUIZ

True/False (T/F)

TESTING

___1. There are eleven End-Of-Course (EOC) tests that are provided by the State Department of Public Instruction which high schools must administer at the end of certain courses: Algebra I, Geometry, Algebra II, Physical Science, Biology, Chemistry, Physics, ELPS, United States History, English I, English II, and English III (an essay test).

___2. Ten EOC tests are administered in high schools to students when they complete a regular course; the end of the year in schools following a regular schedule and at the end of each semester in block schools.

___3. EOC scores are not recorded as a final exam grade at the high school level.

___4. The NC Competency Test requires that students demonstrate a level of competency in reading and math before graduating from high school.

___5. Students who met the required level of competency on the 8th grade End of Grade Test are exempt from the NC Competency Test.

___6. Passing the Computer Skills Test is a graduation requirement.

___7. The Preliminary Scholastic Assessment Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT) is used to help students practice for the Scholastic Assessment Test (SAT) and to qualify for scholarships.

___8. The SAT is one of the admissions tests used by colleges and universities to assist in selecting students.

___9. The ACT is an admissions test used by colleges and universities to assist in selecting students.

GENERAL

___10. Students who are enrolled in Advanced Placement classes are required to take the AP exams in order to receive credit for the course.

___11. A class that meets one period a day for the full year earns one unit of credit.

___12. A class which meets one period daily for one semester in a non-block school would earn one-half unit of credit.

Continued

2.05 ATTACHMENT

HIGH SCHOOL GRADUATION QUIZ *Continued*

___13. A class which meets two periods daily for the full year earns two units of credit.

___14. In order to participate in any sport in high school, students must be enrolled in and pass five subjects for the semester immediately prior to the semester of participation and must have attended school at least 85% of the previous semester.

___15. A cooperative work program which meets one class period daily for the full year earns one unit of credit with an additional credit being earned by students who complete the number of work hours required by the State Department of Public Instruction.

PROMOTION

___16. Promotion from grade 9 to 10 requires that students pass a minimum of 3 units.

___17. Promotion from grade 10 to 11 requires that students pass a minimum of 10 units.

___18. Promotion from grade 11 to 12 requires that students pass a minimum of 16 units.

___19 A minimum of 22 units is required for graduation.

___20. Four units of English are required for graduation.

___21. Individual students can decide on the number of units of Math that is needed for graduation.

___22. At least one unit of Algebra is required for graduation.

___23. Three units of social studies are required for graduation which includes ELPSA, United States History, and World History/Geography/Studies.

___24. There is not a Health/PE requirement for graduation from high school.

___25. Two units of Social Studies are required for graduation.

Continued

2.05 ATTACHMENT

HIGH SCHOOL GRADUATION QUIZ *Continued*

COLLEGE TECH PREP

___26. Technology in the workplace has not changed for the past twenty years.

___27. Students graduating from high school need highly technical skills to be competitive in the job market.

___28. The Department of Labor predicts that by the year 2000, 85% of all jobs will require at least two years of education beyond high school.

___29. Students who are enrolled in College Tech Prep take rigorous academic and technical courses.

___30. Students who participate in a College Tech Prep program are guided through a specific college prep academic curriculum into a two year and/or four year college program upon graduation.

___31. Students in the College Tech Prep are expected to complete two units in a series of related technology courses in there area of career interest.

___32. Students in the College Tech Prep course of study will be prepared to enter college with advanced academic and technical skills.

___33. College Tech Prep is designed to prepare students to live and work in a highly technological society.

___34. College Tech Prep integrates academic and physical education as a program of study.

___35. Most of the jobs of the future will require a two-year or four-year degree and training, while only 15% of those jobs will require a four-year college diploma.

___36. Students who take part in job shadowing visit business and industry to observe the performance of tasks and activities of a specific occupation/career.

___37. Cooperative education combines paid on-the-job experience with in-class instruction.

Continued

2.05 ATTACHMENT

HIGH SCHOOL GRADUATION QUIZ *Continued*

FOUR YEAR COLLEGE INFORMATION

___38. There are ten campuses in the University of North Carolina System.

___39. Individual universities may require other courses in addition to the minimum UNC System requirements.

___40. Prospective students should refer to each individual university's catalog/werbsite and/or contact the admissions offices of any university they plan to apply to find out the requirements of that particular university.

___41. As you select your high school courses, it is not necessary to consider your career and post-secondary educational plans.

___42. To meet the minimum UNC System admission requirements in math, you must take a minimum of three units of math including Algebra I, Algebra II, and Geometry or a higher level of math course for which Algebra II is a prerequisite.

___43. To meet the minimum UNC requirements for science, a biological, physical, and a laboratory science are needed.

___44. In addition to the UNC System admission requirements, it is recommended that prospective students complete at least two units in one second language and take one second language and math unit in the 12th grade.

___45. One of the requirements of the North Carolina Scholars Program is that you maintain a "C" average.

___46. The social studies requirements for graduation and NC Scholars are the same.

___47. The math requirements for NC Scholars and UNC System admissions are similar.

___48. The social studies requirement for UNC System admissions is one unit more than the graduation requirement.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.06 Use knowledge of learning styles to positively influence school performance.

GRADE: 9-12

OUTLINE: Students become more aware of how learning styles affect learning.

ACTIVITIES/STRATEGIES:

TEACHER: See the activity for school counselors. Review handouts 002.06b and 002.06c.

COUNSELOR: The counselor shares the handout on the different learning styles and asks the students to remember each of the four learning style types has a quadrant, or place, where she/he is most comfortable, where success comes easily.

Four Learning Styles:
Remember each of the four learning style types has a quadrant, or place, where she/he is most comfortable, where success comes easily.

- The imaginative Learners, those who fall in quadrant one, prefer to learn through a combination of sensing/feeling and watching.
- The Analytic Learners, those who fall in quadrant two, prefer to learn through a combination of watching and thinking through concepts.
- The Common Sense Learners, those who fall in quadrant three, prefer to learn by thinking through concepts and trying things out for themselves, by doing.
- The Dynamic Learners, those who fall in quadrant four, prefer to learn by doing and sensing/feeling. Students should be encouraged to use the learning style most comfortable and effective for them. There is no "best" learning style.

Counselor shares handout 002.06c on the Seven Distinct Forms of Intelligence. Students should circle which of the seven modes of learning in which they excel. Counselor shares with students that each of us has our own unique intelligence and that we all shine in one area or more.

PARENT:

COMMUNITY:

EVALUATION: Students understands different learning styles and can apply information to one's own preference.

2.06a ATTACHMENT

THE DIFFERENT LEARNING STYLES

The 4Mat System is designed so all four types of learners are comfortable some of the time.

By beginning at the top of the 4Mat System Model with Concrete Experience and moving clockwise, we have curricular progression that includes all four learning styles and uses right and left mode techniques. This progression is an effective, common sense method of learning.

Quadrant One: **Integrating Experience with the Self**
1.Create a concrete experience. Right Mode
2.Reflect on experience, analyze it. Left Mode

Quadrant Two: **Concept Formulation**
3.Integrate experience and reflections into concepts. Right Mode
4.Examine and formulate concepts. Left Mode

Quadrant Three: **Practice and Personalization**
5.Work on defined concepts and givens.
6."Mess around" with givens. Add something of themselves. Right Mode

Quadrant Four: **Integrating Application and Experience**
7.Analyze application, judge results of experimentation. Left Mode
8.Apply learning personally and share with others. Right Mode

Continued

2.06a ATTACHMENT

THE DIFFERENT LEARNING STYLES Continued

Then back to new richer experiences (the Concrete Experience Stage again) armed with skills gained by moving "around the circle."

This translates into teaching practice in the following way:

Imaginative Learners:
Create a reason "Why or why not?"
Create an experience. Right Mode
Analyze that experience. Left Mode

Analytic Learners:
Teach it to them. "What?"
Integrate the experience into the materials. Right Mode
Give them the facts/skills. Left Mode

Common Sense Learners:
Let them try it. "How does this work?"
Give them prepared materials. Left Mode
Let them create materials of their own. Right Mode

Dynamic Learners:
Let them teach it to themselves and someone else.
"What can this become?"
"What can I make of this?"
Analyze their creations for relevance and originality. Left Mode
Do it and share with each other. Right Mode

Source: The 4Mat System
By Bernice McCarthy

2.06b ATTACHMENT

THE DIFFERENT LEARNING STYLES Continued

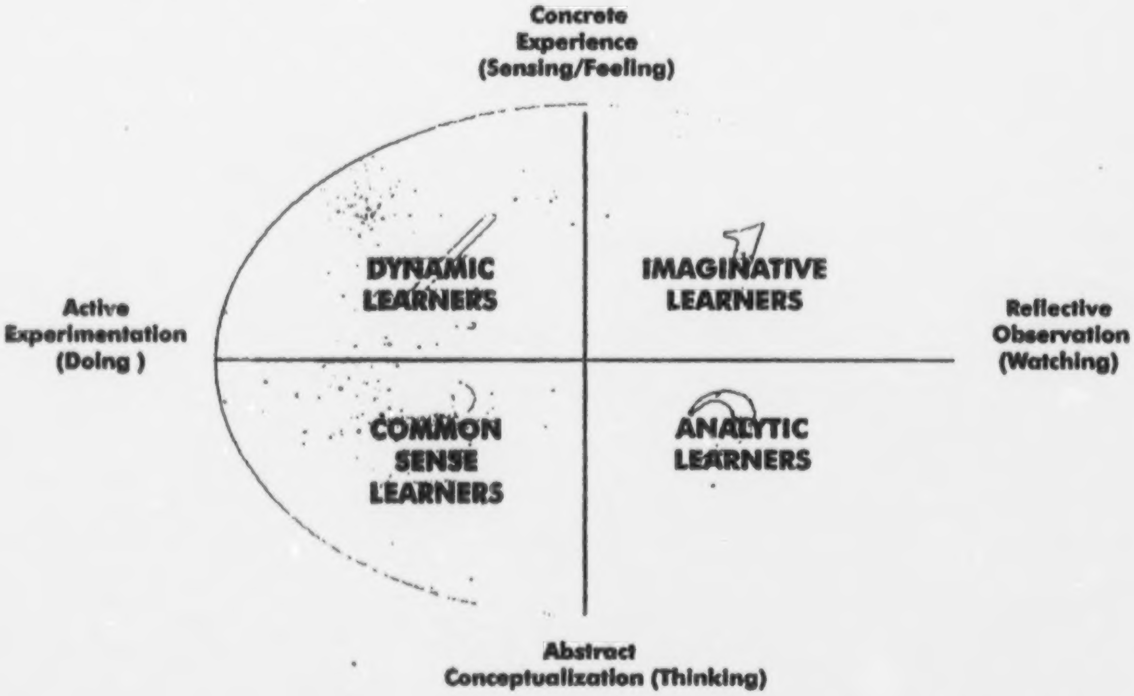
Schools validate the way Type Twos learn.

About 70% of our learners are not Type Twos.

When someone is teaching us in our most comfortable sytle, we learn. But more importantly, we feel good about ourselves.

Analytic Learners, those who fall in the second quadrant, succeed in school. School validates the way we learn. Not so with the other three learning styles.

According to available data, about 70% of our students are not Analytic Learners.



Concrete Experience (Sensing/Feeling)

Active Experimentation (Doing)

Reflective Observation (Watching)

DYNAMIC LEARNERS

IMAGINATIVE LEARNERS

COMMON SENSE LEARNERS

ANALYTIC LEARNERS

Abstract Conceptualization (Thinking)

Source: The 4Mat System by Bernice McCarthy

2.06c ATTACHMENT

HOWARD GARDNER'S THEORY OF MULTIPLE INTELLIGENCE

SEVEN DISTINCT FORMS OF INTELLIGENCE

("Learning Styles or Modes of Learning")

1. **Verbal/Linguistic** (Read-Write-Analyze-Organize)
2. **Logical/Mathematical** (Strategies – Games – Science – Problem Solving
3. **Spatial** (Diagrams-Charts-Schemata)
4. **Bodily** (Kinesthetic – Building models – Dramatize events)
5. **Musical** (Compose – Sing – Learn in Rhythmical ways)
6. **Interpersonal** (Clubs – Group Projects – Cooperative Learning)
7. **Intrapersonal** (Diaries – Meditation – Self-Esteem – Research –Reflection)

Ref: *Frames of Mind: The Theory of Multiple Intelligence*
By Gardner, H.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.07 Choose to be self-directed, independent learners.

GRADE: 9-12

OUTLINE: Students become knowledgeable of a decision-making model.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for school counselor.

COUNSELOR: Counselor will share the different patterns of decision-making that we use daily. Students should give personal examples of when they have used these patterns. Student will identify pattern most common to his/her life.

PARENT:

COMMUNITY:

EVALUATION: Students demonstrate a decision-making model during a role play.

2.07 ATTACHMENT

STRATEGIES FOR DECISION MAKING PATTERNS OF DECIDING

Most of us have a tendency to use one or more pattern of decision-making from time to time. Some of the patterns most often used are described below. See if you can think of other examples for each. Take them from your own experience if possible.

WISH PATTERN
Definition: Choosing an alternative that could lead to the most desirable result, regardless of risk.
EXAMPLE: You choose someone to date hoping to change her/his bad habits.

ESCAPE PATTERN
Definition: Choosing an alternative in order to avoid the worst possible result.
EXAMPLE: You do not go to a party because you are afraid everyone will laugh at the way you dance.

SAFE PATTERN
Definition: Choosing the alternative that is most likely to bring success.
EXAMPLE: You take an art class knowing you are a good artist, rather than taking another subject in which you do not know how well you will do.

722

Continued

723

2.07 ATTACHMENT

STRATEGIES FOR DECISION MAKING PATTERNS OF DECIDING Continued

IMPULSIVE PATTERN
Definition: Giving a decision little thought or examination, taking the first alternative, not looking before you leap.
EXAMPLE: You quit your part-time job without first determining the advantages and disadvantages.

FATALISTIC PATTERN
Definition: Letting the environment decide, leaving it up to fate.
EXAMPLE: You do not take the time to learn how to swim before you go on a dangerous boat trip.

COMPLIANT PATTERN
Definition: Letting someone else decide, or giving in to group pressure.
EXAMPLE: You go to a party because your friend wants to.

DELAYING PATTERN
Definition: Postponing action and thought; procrastinating.
EXAMPLE: You leave your graduation requirements until the last semester.

Continued

2.07 ATTACHMENT

STRATEGIES FOR DECISION MAKING PATTERNS OF DECIDING Continued

AGONIZING PATTERN
Definition: Getting so overwhelmed by alternatives that you don't know what to do.
EXAMPLE: You need to decide where you will go to college and you have so many college catalogues that you can't make up your mind.

PLANNING PATTERN
Definition: Using a procedure so that the end result is satisfying; a rational approach.
EXAMPLE: You decide to attend a college that offers a degree in your chosen career pathway.

INTUITIVE PATTERN
Definition: Making a choice on the basis of vague feelings, or because "it feels right".
EXAMPLE: You choose a college because you like the campus. You don't talk to the instructors in your program, or find out about financial aid.

WHICH PATTERN DO YOU THINK YOU USE THE MOST?

Challenges: A Young Man's Journal for Self-Awareness and Personal Planning, Bingham, Edmondson, and Stryker, Advocacy Press, 1984

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.08 Establish challenging academic goals in elementary, middle/junior high, and high school.

GRADE: 9-12

OUTLINE: Students practice establishing challenging academic goals.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for school counselor.

COUNSELOR: Counselor will have students complete handouts and facilitate discussion about how to establish goals through a process of self understanding and planning.
- Students complete Handout "Discovering Myself" first.
- They then use the information from 002.08b to identify a change they would like to make in themselves.

Counselor is focusing on the planning steps:
- Goal identification through data gathering:
- Development and implementation of plan.
- Evaluative measure (How will student know if and when goal has been accomplished?).

PARENT:

COMMUNITY:

EVALUATION: Students can use a goal planning model.

2.08 ATTACHMENT

DISCOVERING MYSELF

My Goal

You will be setting an academic goal to accomplish during this lesson. Read the statements you have written on the self-evaluation activity. Is there something about yourself that you would like to change? Here is your chance to try to make the change and get credit for it. Select something that you can work on changing during this lesson and write what you plan to do. Use the following example:

Goal:	I would like to stop wasting time while I am studying.
How to accomplish this goal:	To accomplish this goal, I will complete an assignment before taking a timed, short study break.
How to check on this goal:	I will keep a journal of how many assignments I completed and how many breaks I took.

GOAL: ______________________________

____

____

HOW TO ACCOMPLISH GOAL: ______________________________

____

____

HOW TO CHECK ON THIS GOAL: ______________________________

____

____

Adapted from *Discovering Myself Student Booklet*, Arland Benson, Linda Carlson, and Judy Larsen

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.09 Use assessment results in educational planning.

GRADE: 9

OUTLINE: Grade 9 students learn about the impact of poor grades on the grade point average.

STRATEGIES/ACTIVITIES:

TEACHER: 9th grade students frequently begin their freshman year slowly, not realizing the impact poor grades at the beginning of high school have on their future plans, both in terms of college and career. The handout attached graphically teaches 9th graders about the deep hole they can create for themselves with poor grades at the start of high school. This activity should be done with the freshman class within the first month of school in order to have its greatest impact.

COUNSELOR:

PARENT: Share this handout with parents at the rising 9th grade orientation. Impress upon them the importance of beginning high school with strong study habits and commitment to excellence.

COMMUNITY:

EVALUATION: Students can compute a grade point average.

2.09 ATTACHMENT

CALCULATING GRADE POINT AVERAGES (GPAs)

- The first semester in high school sets your general GPA range for the next four years at a high, middle or low range. Mathematically GPAs move very little and you need to start with a good GPA in the 9th grade.
- The first semester of education beyond high school (college or technical school) sets your GPA range for the duration of the program. Make that first semester or grading period count!

NON-Block Schools

CALCULATE YOUR OWN GPAS

		Good start	Bad start		Unweighted	Weighted	Acad-w	Acad-uw
9th	English	B-3	C-2					
	Math	A-4	D-1					
	Physical Science	B-3	D-1					
	Social Science	A-4	B-3					
	PE/Health	A-4	C-2					
	Elective	B-3	C-2					
		3.5=B 6 21	1.83=D 6 11					

		Good start	Bad start		Unweighted	Weighted	Acad-w	Acad-uw
10th	English	A-4	B-3					
	Math	A-4	B-3					
	Biology	A-4	A-4					
	World Studies	A-4	B-3					
	Elective	A-4	A-4					
	Elective	A-4	A-4					
		4.0=A 6 24 Cumulative 3.75=B	3.5=B 6 21 Cumulative 2.66=C					

2.09 ATTACHMENT

CALCULATING GRADE POINT AVERAGES (GPAs) *Continued*

		Good start	Bad start		Unweighted	Weighted	Acad-w	Acad-uw
11th	English	A-4	B-3					
	Math	A-4	A-4					
	Science	A-4	A-4					
	US History	A-4	B-3					
	Elective	A-4	A-4					
	Elective	A-4	A-4					
		4.0=A	3.66=B					
		6 24	6 21					
		Cumulative	Cumulative					
		3.83=B	2.99=C					

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.10 Develop and implement an annual plan of study to maximize academic ability and achievement.

GRADE: 9-12

OUTLINE: Students receive support and information about course planning from many sources.

STRATEGIES/ACTIVITIES:

TEACHER: See activity for school counselor. Teachers play an important role in the advisement of their students about appropriate course work. Teachers also have a major influence on motivating and encouraging students to take academic risks and pursue more challenging classes.

COUNSELOR: The counselor's role in development and implementation of an annual plan of study:

- Sharing of information about courses of study (College/University Prep, College Tech Prep, Career Prep), UNC System requirements, NC Scholars requirements, graduation requirements.
- Students receive information about current and future careers, trends in the job market, SCANS Skills, and relationship between interests and abilities when exploring a career.
- Students receive a career interest inventory and have results interpreted.
- Each student conferences individually with school counselor about options and opportunities at his/her site and in the community.
- A review of assessments that have been completed and those that need to be completed by the student to make informed decisions (e.g., PSAT, SAT, ASVAB, SDS, CAI).
- Counselor and student complete an individual plan of study based on the shared information and the assessment data. Progress towards goals is measured.

PARENT: Parents have an equally important role in the development of an annual plan of study. They should take part in the following activities:

- Attending any informational meetings offered by the high school, such as PTSA meetings, financial aid, Registration/Open Houses, and Curriculum Fairs.
- Talking with student about choices and reviewing the written materials supplied by the school system.
- Individual conference with the school counselor about course selections and their relationship to future plans.

COMMUNITY:

EVALUATION: Students can develop an academic program of study

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.11 Apply knowledge of aptitudes and interests in goal setting.

GRADE: 9-12

OUTLINE:

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR: The importance of knowing oneself goes hand in hand with knowledge about high school courses of study, post-secondary opportunities and career awareness. The two handouts in this section encourage the student to explore the following:

- High school programs of study.
- Post-secondary opportunities (2-year and 4-year, military, employment).
- Career information .
- Knowing about oneself.

The handouts briefly provide a checklist of items to explore and self-knowledge about abilities, interests, attitudes, likes and goals.

PARENT: The role of the parent is crucial in providing support for the exploration of interests, abilities and likes/dislikes. The student will often observe the reactions of the parent when exploring new ideas or possibilities. Support and an open door on communication provides the encouragement at home to risk new challenges both in the classroom and in the workforce.

COMMUNITY:

EVALUATION: Students can demonstrate several ways to collect information about one's interests and aptitudes.

2.11 ATTACHMENT

CHOOSING YOUR HIGH SCHOOL PROGRAM

HOW TO CHOOSE YOUR HIGH SCHOOL PROGRAM

In selecting a program of studies, you should consider all the possibilities—just as you do when you choose a new video or decide about going to a movie. There are certain steps to follow that can help you make your choices:

- Find out all you can about the courses of study, academic classes, and workforce development programs offered.
- Compare them. Think about yourself and how each might help you.
- Consider the advantages and disadvantages of each course of study. Weigh these carefully. Is there a way to combine one course of study with another (e.g., being College/University Prep and College Tech Prep)?
- Choose the course of study which seems to have the most advantages for you.

To follow these steps, you will need to know about high school programs of studies, about yourself, and about careers.

KNOW ABOUT HIGH SCHOOL PROGRAMS

Your counselor and teachers will be helpful in advising you about high school programs of studies offered. Find out:

- What kind of course of study you want to earn.
- The number of credits needed for graduation.
- Elective courses you may want to take.
- Courses required for two-year and four-year college admissions.
- The kinds of education and career for which you want to prepare.

KNOW ABOUT CAREERS

After career awareness in elementary school and exploring careers in middle school, you will begin planning your future career during high school. Based on your interests, abilities, likes/dislikes, and goals, you will select courses that will enable you to attain your desired career pathway. Courses should be selected that will support your future plans. You need to consider courses which interest you as well as the education required for your career choices.

KNOW ABOUT YOURSELF

To make wise choices, you also need to understand yourself and your goals for the future. It is important, therefore, to take time to learn more about yourself. Here are some questions to answer which can help you better understand yourself.

Adapted from *College Counseling from A to Z*, Pamela Kloeppel, Ed.D

2.11 ATTACHMENT

CHOOSING YOUR HIGH SCHOOL PROGRAM Continued

MY ABILITIES

In which subjects do I do well in school? ______________________________

What do I do well outside of school? ______________________________

Which talents do I have? (Play a musical instrument, sing, paint, dance, act, write, etc.) ______________________________

Which sport or sports do I play well? ______________________________

MY INTERESTS

Which subjects are most interesting to me in school? ______________________________

Which activities are most interesting to me in school? ______________________________

Which activities are most interesting to me outside of school? ______________________________

What are my hobbies? ______________________________

MY ATTITUDES

What is important to me in my life? ______________________________

Which people are important to me? ______________________________

Which activities are important to me? ______________________________

Which possessions are important to me? ______________________________

Continued

2.11 ATTACHMENT

CHOOSING YOUR HIGH SCHOOL PROGRAM *Continued*

MY LIKES

Which subjects do I like in school? ______________________________

Which activities do I like in school? ______________________________

Which activities do I like outside of school? ______________________________

Do I like to be with other people much of the time? ______________________________

Do I like to be alone much of the time? ______________________________

Do I enjoy working with my hands? ______________________________

Do I enjoy working in a group? ______________________________

Do I enjoy reading? ______________________________

MY GOALS

What do I want to accomplish in high school? ______________________________

____

What might I want to do after high school? ______________________________

____

Ask yourself these questions and others of this kind. Do not be upset if you have trouble answering some of them. As you get older, your ideas and goals will become clearer. Talking with your counselor, parents, teachers, and friends can help you get a clearer picture of yourself.

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.12 Use problem-solving and decision-making skills to assess progress toward educational goals.

GRADE: 9-12

OUTLINE:

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR: Counselor will have students complete handout and facilitate discussion about decision making.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate a decision-making strategy.

2.12 ATTACHMENT

DECISION MAKING

Content Referenced Objectives **Objectives**		Applicable Items	Total Items
1.	Students will define the decision making process.	1-7,14,18, 20, 22-32, 39-44, 53-63	38
2.	Students will understand alternatives in decision making.	15, 17, 33-38	8
3.	Students will understand consequences of decision making.	13, 16, 19	3
4.	Students will be aware of influences on decisions.	8-12, 21, 45-52	14
			63 (total items)

Scoring Key
Desirable Responses (Note: Differential weighting may be used for all Agree, disagree items.)

1. Yes
2. No
3. Yes
4. Yes
5. No
6. No
7. Yes
8. SA
9. SD
10. SD
11. SD
12. SA

Section II
13. SD
14. SA
15. SD
16. SD
17. SA
18. SA
19. SA
20. SD
21. SA
22. SA
23. 3
24. 3
25. 2
26. 3
27. 2
28. 1
29. 1
30. 1
31. 1
32. 3
33. F
34. F
35. T
36. T
37. T
38. T
39. SD
40. SA
41. SD
42. SA
43. SD
44. SD
45. Much
46. Some/Little
(depends on age level)
47. Little
48. Much
49. Some
50. Much
51. Some
52. Some
53. T
54. T
55. T
56. T
57. T
58. T
59. T
60. T
61. T
62. T
63. T

2.12 ATTACHMENT

DECISION MAKING *Continued*

Section I (A)

Directions:
On the answer sheet, circle your response to each statement or question. On those statements where you are to choose **SA, A, D,** or **SD,** use the following chart:

SA – Use this if you strongly agree with the statement.
A – Use this if you agree, but not strongly.
D – Use this if you disagree, but not strongly.
SD – Use this if you strongly disagree.

A. Listed below are several actions that might be taken to arrive at a decision.
Indicate for each action whether or not you think that the action is part of a good decision making process by circling YES or NO.

1.	Stating the goal one expects to achieve.	YES	NO		
2.	Waiting to see if the problem solves itself.	YES	NO		
3.	Gathering information about the decision.	YES	NO		
4.	Listing the possible choices that could be made.	YES	NO		
5.	Asking your parents to decide for you.	YES	NO		
6.	Flipping a coin (heads I do one thing, tails another).	YES	NO		
7.	Studying the possible results or consequences of each choice.	YES	NO		
8.	People have a lot of control over what happens to them.	SA	A	D	SD
9.	Things happen to us mostly by chance.	SA	A	D	SD
10.	We should feel responsible for everything that happens to us.	SA	A	D	SD
11.	Only adults make important decisions.	SA	A	D	SD
12.	People at different ages have control of different decisions.	SA	A	D	SD

2.12 ATTACHMENT

DECISION MAKING *Continued*

Section II

13. Most of the decisions by high school students will have little effect on what their life will be like ten years from now. SA A D SD

14. Wise decision making follows a step by step process. SA A D SD

15. There are usually on two choices or alternatives to choose from when making a decision. SA A D SD

16. A good decision is not changeable. SA A D SD

17. Before making a decision one should consider all the alternatives. SA A D SD

18. Planning and decision-making are things you do all through your life. SA A D SD

19. A decision you make today might be changed tomorrow. SA A D SD

20. I won't have to make many important decisions until I finish high school. SA A D SD

21. Family members often influence each other's decisions. SA A D SD

22. I am confident that I can make a good decision if a problem situation were to come up. SA A D SD

2.12 ATTACHMENT

DECISION MAKING Continued

B.Listed below are several decisions that people make. Indicate the amount of time and effort you think one should spend making that decision. Circle one number.

1 = Little time. **2** = Moderate amount time; ask someone else for their opinion, too. **3** = A great deal of time; study the situation thoroughly.

23. What career to choose. 1 2 3
24. Whether or not to smoke. 1 2 3
25. To be on the school gymnastics team or the debate team. 1 2 3
26. To go to college or get a job right out of high school. 1 2 3
27. To get a part time job during high school. 1 2 3
28. What to have for breakfast. 1 2 3
29. What to spend your week's allowance on. 1 2 3
30. To go to a movie with friends or stay home and study for a test. 1 2 3
31. What time to go to bed. 1 2 3
32. To quit school before graduation. 1 2 3

C.When we actually spend time thinking about our life decisions and do some planning we are likely to find: (Circle **T** for true, **F** for False.)

33. We ignore advice. T F
34. Fewer options. T F
35. Choices leading to other choices. T F
36. More feeling of control. T F
37. Satisfaction. T F
38. Success. T F

2.12 ATTACHMENT

DECISION MAKING *Continued*

D.Mark the following statements about life role decision-making as to the extent you agree or disagree with each statement.

39. Once a decision is made one should stick with it. SA A D SD

40. Reaching one goal often leads to another goal. SA A D SD

41. Education mostly helps one make decisions before age 30. SA A D SD

42. The results of some decisions do not show up for years. SA A D SD

43. Most education decisions are made by age 30. SA A D SD

44. Most leisure decisions are made by age 62. SA A D SD

E.How much control would you have in each of the following choices? (Circle **Much, Some,** or **Little**)

45. To try out for the school play. Much Some Little

46. To stay home while your family is on vacation. Much Some Little

47. To play on a school sports team. Much Some Little

48. To smoke or not. Much Some Little

49. To spend or save $10.00 a week. Much Some Little

50. To go to school or get a job. Much Some Little

51. To stay healthy. Much Some Little

52. To play leadership roles in school. Much Some Little

2.12 ATTACHMENT

DECISION MAKING Continued

F.When we think of the ways in which we can live our lives, what are some of the choices we have? (Circle T for true, F for false.)

53.	Friends	T	F
54.	Kind of job	T	F
55.	Changing jobs	T	F
56.	Unpaid work	T	F
57.	Community involvement	T	F
58.	Church involvement	T	F
59.	To get married or not	T	F
60.	To have children or not	T	F
61.	Hobbies and leisure time	T	F
62.	To work or not	T	F
63.	Political activity	T	F

2.12 ATTACHMENT

DECISION MAKING *Continued*

ANSWER SHEET

Name: ______________________________

Section IA

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No

8. SA A D SD
9. SA A D SD
10. SA A D SD
11. SA A D SD
12 SA A D SD

Section II
13. SA A D SD
14. SA A D SD
15. SA A D SD
16. SA A D SD
17. SA A D SD
18. SA A D SD
19. SA A D SD
20. SA A D SD
21. SA A D SD
22. SA A D SD

23. 1 2 3
24. 1 2 3
25. 1 2 3
26. 1 2 3
27. 1 2 3
28. 1 2 3
29. 1 2 3
30. 1 2 3
31. 1 2 3
32. 1 2 3

33. T F
34. T F
35. T F
36. T F
37. T F
38. T F

39. SA A D SD
40. SA A D SD
41. SA A D SD
42. SA A D SD
43. SA A D SD
44. SA A D SD

45. Much Some Little
46. Much Some Little
47. Much Some Little
48. Much Some Little
49. Much Some Little
50. Much Some Little
51. Much Some Little
52. Much Some Little

53. T F
54. T F
55. T F
56. T F
57. T F
58. T F
59. T F
60. T F
61. T F
62. T F
63. T F

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.13 Compare the relationship between classroom performance and success in school.

GRADE: 10

OUTLINE: Students explore college entrance requirements.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR: Share with students the handouts "What Does It Take To Go To College?"

- Ask students to circle all requirements they had met to date.
- Ask the students to brainstorm what colleges look for in excellent candidates.
- Share with the students the handout "WHAT DO COLLEGES LOOK FOR WHEN THEY SCREEN MY APPLICATION?"
- Ask the students to compare their brainstormed list with the information on the handout.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate knowledge of college entrance requirements.

2.13a ATTACHMENT

WHAT DOES IT TAKE TO GO TO COLLEGE?

Would you like to go to college? It takes early planning and some action. While you are in Middle School, start thinking about the courses you will take in High School. Not all courses will prepare you for college- so choose the right courses and do your best. The better prepared you are when you graduate, the easier college will be.

WHILE YOU ARE IN HIGH SCHOOL YOU WILL NEED TO TAKE:

- 4 years of English. If your grades make you eligible for an English honors course or one called college prep, take it.
- 3-4 years of Math. This should include Algebra I and II and Geometry. If you can, take a course in Advanced Algebra, Trigonometry, Pre-calculus, Calculus, or Statistics, too.
- 3 years of Social Sciences. This includes one year of U.S. History, World Studies, and ELPS. If you have a special interest in this area, try to take more than just the required courses, including Economics, Sociology, Anthropology, and Psychology.
- 2-3 years of a single second language. If you can, take an advanced course in that language.
- 3 years of science. This includes earth/environmental science, biology, physics, or chemistry with lab experience. Additional courses like physiology, biochemistry, anatomy, geology, or oceanography will give you even more career options.

YOU'LL ALSO NEED TO TAKE THESE ACTIONS TO GET READY FOR COLLEGE ON YOUR OWN:

- Take other courses. Colleges may also expect you to have taken courses in computer science, the visual and performing arts, and the humanities.
- Read as much as possible. Ask your teachers about books you might enjoy.
- Get involved in problem-solving activities in your math and science classes. Math is very important. If you're having trouble with math, talk with your teacher and your parent(s).
- Visit museums, an aquarium, and other places that will show you how much fun history, art, and science can be.
- Think about what you like to do – and what you do well. Then find out what kinds of careers let you use your skills and talents. Visit places where you might like to work and talk with people who have careers that look interesting.

Adapted from College Scholarship Service (CSS) – Early Awareness Initiative

2.13b ATTACHMENT

WHAT DO COLLEGES LOOK FOR WHEN THEY SCREEN MY APPLICATION?

The college admissions officer is looking at many things in an application. The primary criteria for college acceptance are a student's grade point average, class rank, rigor of academic courses taken, and test scores. Colleges may also consider high school activities, achievements, and recommendations from teachers and/or employers.

LIFTING THE VEIL OF MYSTERY

The percentage of college admissions officials who say the following factors are "considerably important" influencing admissions decisions.

Grades in college prep courses	84%
Class rank.	42%
SAT/ACT scores	39%
Grades in all subjects	35%
Teacher/Counselor recommendations	22%
Essay/writing sample	19%
Interview	14%
Work/school activities	4%
Personal recognition programs	1%

WHAT HIGH SCHOOL COURSES DO MOST COLLEGES EXPECT ME TO HAVE TAKEN?

4	years of English
2	years of Algebra
1	year of Geometry
3	years of Social Studies (U.S. History, ELPS, World Studies/World Geography or World History)
4	years of science (biology, earth/environmental, physical science)
2-3	years of a second language
1	keyboarding

Source: National Association of College Admission Counselors
Adapted from College Counseling from A to Z, Pamela Kloeppel, Ed.D

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 002.00 Complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.

OBJECTIVE: 002.14 Consider postsecondary options consistent with interests, achievement, aptitude and abilities.

GRADE: 9-12

OUTLINE: This handout gives the student an opportunity to identify feelings about school in terms of academic achievement, attendance, effort in class, and future aspirations of self and others.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR: Each student completes the survey individually and confidentially. The counselor should review the information and identify students whose self-appraisal is low or whose answers indicate attendance, motivation, or study concerns.

PARENT: This is an excellent instrument to give to both parents and students to determine perceptions and identify groups of students whose parents are especially concerned about their child's school concept.

COMMUNITY:

EVALUATION: Students' completed survey.

2.14 ATTACHMENT

HOW DO I FEEL ABOUT EDUCATION?

Circle the letter which best describes your feelings:

1. How good a student do your parents want you to be in school?
    a. One of the best in my class
    b. Above the middle of my class
    c. In the middle of my class
    d. Just good enough to get by
    e. Don't know
    f. The best I am able to do

2. How often do you and your parents talk about school work?
    a. Just about every day
    b. Once or twice a week
    c. Once or twice a month
    d. Never, or hardly ever

3. How much education do your parents/guardian want you to have?
    a. Don't care
    b. Finish high school only
    c. Technical, nursing or business school
    d. Graduate from college
    e. Professional school
    f. Don't know
    g. Some 4-year college

4. How far do YOU want to go in school?
    a. I don't want to finish high school
    b. I want to finish high school only
    c. I want to go to technical, nursing, or business school after high school
    d. I want some 4-year college.
    e. I want to graduate from college
    f. I want to join the military
    g. I'm interested in apprenticeship

5. Are you planning on some kind of post high school education?
    a.Definitely yes
    b.Probably yes
    c. Probably not
    d.Definitely not

6. If something happened and you had to stop school now, how would you feel?
    a. Very happy-I'd like to quit
    b. I wouldn't care one way or another
    c. I would be very disappointed in school
    d. I'd try hard to continue
    e. I would do almost anything if I could stay

7.How good a student do you want to be in school?
    a. One of the best in my class
    b. Just good enough to get by
    c. Above the middle of my class
    d. I don't care
    e. In the middle of my class

8. On an average school day, how much time do you spent studying?
    a. None, or almost none
    b. About one hour a day
    c. About one and 1/2 hours a day
    d. About two hours a day
    e. About three hours a day
    f. Four or more hours a day

9. During the last school year, did you ever stay away from school just because you didn't want to come? (Consider the entire school year.)
    a. No, never
    b. Yes, for 1 or 2 days
    c. Yes, for 3 to 6 days
    d. Yes, about 7 to 15 days.
    e. Yes, for 16 days or more

10. How bright do you think you are in comparison with the others in your class?
    a. Among the brightest
    b. Above average
    c. Average
    d. Below average
    e. Among the lowest

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.

GRADE: 9-12

OUTLINE: Students have a very difficult time balancing their social lives with the academic demands and pressure. The purpose of this mobile is to identify the number of activities pulling on the student's time and energies and the need to balance each activity.
Each student will receive the following instructions:

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: **Making a Mobile** - Your task is to construct a mobile dealing with the school. It could relate to classes, the building, teachers, social events, clubs, or anything similar. If you have not made a mobile before, here is a simple method.

1. At the top, use a strip of cardboard or other stable material.
2. Cut out symbols, shapes, words, etc. to put on the mobile.
3. Using string, wire, or yarn, attach the symbols to the base.
4. Be sure that your mobile balances by distributing the weight evenly.
5. Attach a string to the top of the mobile so it will hang.

PARENT:

COMMUNITY:

EVALUATION: Students can prioritize time commitments.

Arland Benson, Linda Carlson, Judy Larsen: Cooperation Student Booklet

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.02 Seek co-curricular and community experiences to enhance the school experience.

GRADE: 9-12

OUTLINE: Students explore community involvement opportunities.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR:

- Have students write down as many community services that they can think of (e.g., hospital, police station, swimming pool, schools).
- Have students check off the ones they have used.
- Have students list, on their paper, services not available that they would like to have in their community and why they would like them.
- Form small groups for discussion of services. Have each group select one service (e.g., hospital, police, etc.) and list the different kinds of services rendered and jobs within the organization.
- Have students discuss community services at which they might like to work.
- Have students contact community services and volunteer 5 hours of service to that organization. (Note:some schools have a community service requirement. This activity can support that initiative.)

PARENT: Share your community involvement philosophy with your child.

COMMUNITY: Participate in shadowing, mentoring, internships, apprenticeships for students K-12.

EVALUATION: Students can identify at least three community service agencies. Students complete a community service project.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.03 Determine the relationship between learning and work.

GRADE: 9-12

OUTLINE: Students investigate reasons for post-secondary education.

STRATEGIES/ACTIVITIES:

RESOURCES: Gahris, Cindi, *Career Education: Good Apple*. (Activity Book)
Occupations Digets. (VSC)
Ourth, John and Kathi T. Tamarri. Career Caravan. (Activity Book)
A World of Choice: Careers and You. (Activity Book)
Developmental Guidance Classroom Activities for Use with National Career Developmental Guidelines

TEACHER:

COUNSELOR: Counselor will facilitate discussion about going to a two or four year college or entering the workforce. Ask each student to read the information in the handout "Should I Go To College? Does It Pay Off?"

1. Ask students to mark on their handout where they would like to be educationally in ten years.
2. Ask them to list at the bottom of the handout three careers that they are currently considering.

PARENT:

COMMUNITY:

EVALUATION: Students can identify personal benefits for post-secondary education.

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3.03 ATTACHMENT

SHOULD I GO TO COLLEGE? DOES IT PAY OFF?

A College degree is more important today in determining income potential than ever before! The value of a college education is continually increasing.

Average monthly income of high school graduates:	**$1,077**
Average monthly income of college graduates:	**$1,237**
Average monthly income of professional graduates:	**$4,961**

USA TODAY has found that every level of education a person completes after high school means an average of $1000 a month more in income. See chart below.

Higher education, higher earnings: Mean annual income for people 18 or older, by level of education

PROFESSIONAL	**$74,560**
DOCTORATE	**$54,904**
MASTER	**$40,368**
BACHELOR	**$32,629**
ASSOCIATE	**$24,398**
SOME COLLEGE BUT NO DEGREE	**$19,666**
HIGH SCHOOL GRADUATE	**$18,737**
NOT HIGH SCHOOL GRADUATE	**$12,809**

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.04 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.

GRADE: 9-12

OUTLINE: Students anticipate the effects of change on their futures.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: Counselor will facilitate a discussion of transitions that will naturally occur in a person's lifetime.

1. Have students project the changes they foresee for themselves between now and twelfth grade.
2. Have students make a list of things that may change:
   at home - at school - in the community - in themselves
3. Have students make a list of new knowledge and learning experiences they will need to adjust to these changes.
4. Form groups and have students discuss their findings.

PARENT:

COMMUNITY:

EVALUATION: Students list changes they see ahead in their lives and examine adjustments that they will need to make to respond to these changes.

SOURCES:Simon, Sidney, et al. Values Clairfication: A Handbook of Practical Strategies for Teachers and Students (Activity Manual).
Developmental Guidance Classroom Activities for Use with National Career Developmental Guidelines (Grades 7-9)

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.05 Understand how school success is the preparation to make the transition from student to community member.

GRADE: 9-12

OUTLINE: Students will identify skills they have learned in school which may be implemented in careers.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: **Activity:**

1. Have students complete the "Transferable Skills" activity sheet. Ask them to describe the skills needed to adjust to changing occupational requirements.
2. Discuss how skills learned in one situation are used again in different situations.

PARENT:

COMMUNITY:

EVALUATION: Students have completed the "Transferable Skills" activity sheet and identified how these skills are useful in multiple situations.

SOURCES:Brewner, Margaret M., et al. Life Skills Attitudes in Everyday Living. (Worktext);
Self-Exploration Series. (Disks): Starkey, Carolyn and Norgina Penn. Essential Life Skills Series. (Worktext).
Developmental Guidance Classroom Activities for Use with National Career evelopmental Guidelines (Grades 7-9)

3.05 ATTACHMENT

TRANSFERABLE SKILLS ACTIVITY SHEET

Transferable skills	Situations when used in school	Situations when used in a career
Meeting deadlines		
Listening		
Expressing yourself verbally		
Expressing yourself in writing		
Remembering		
Working independently		
Taking notes		
Writing in an organized manner		
Organizing		
Making decisions		
Solving problems		
Using growth criticism		
Being dependable		
Being responsible		
Working as part of a team		
Planning ahead		
Negotiating		
Being motivated		
Leading		
Arriving on time		

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY 003.00 Understand the relationship of academics to the world of work, and to life at home and in the community.

OBJECTIVE: 003.06 Communicate how school success and academic achievement enhance future career and vocational opportunities.

GRADE: 9-12

OUTLINE: Students use teamwork to explore the impact of school on their lives.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR:
1. Have students make a list of ways school has changed their lives since they started (e.g., activities, friends, classes, teachers, etc.).
2. Have students form groups and discuss how they have changed as a result of attending school.
3. Have students discuss what it would be like if they had never attended school.

PARENT:

COMMUNITY:

EVALUATION: Students have shared their perceptions of how they have been influenced and changed by attending school.

Developmental Guidance Classroom Activities for use with National Career Developmental Guidelines (Grades 7-9) Resource: Who Am I?: Looking At Self-Concept. (Filmstrip)

HIGH SCHOOL CAREER DEVELOPMENT

Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Competency Areas

- Develop Career Awareness
- Develop Employment Readiness

Employ strategies to achieve future career success and satisfaction

Competency Areas

- Acquire Career Information
- Identify Career Goals

Understand the relationship between personal qualities, education and training, and the world of work

Competency Areas

- Acquire Knowledge to Achieve Career Goals
- Apply Skills to Achieve Career Goals

Key Connections:

National Career Development Guidelines Competencies (NCDGC): Provide a framework and structure for the career development process. The Guidelines identify the competencies at each level of elementary, middle, high school and adult development that individuals need to master. These competencies are supplemented with statements of what individuals will be able to do when they have mastered the competency. They are called indicators. The competencies and indicators are divided into three areas: self-knowledge, educational and occupational exploration and career planning.

School-to-Work Opportunities Act (NC JobReady): A system that provides opportunities for all students to participate in programs to increase students' basic competencies, employability and personal skills. Schools develop programs in conjunction with community partners that are School Based, Work Based, and Community Connected.

College Tech Prep/Tech Prep: College Tech Prep Completers (4 years of high school technical and academic studies + 2 years of Community College technical studies leading to an associate degree).

Secretary's Commission on Achieving Necessary Skills (SCANS): These competencies, developed by employers nationwide, specify the skills needed to be successful in the workplace. There are 27 SCANS skills divided into two categories: Foundation skills and Functional skills.

BENCHMARKS

Competency Area: __Academic ___Career __Personal/Social

Establish a benchmark for a specific student outcome. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

Competency:

Student Objective:	Benchmark: End of Grade 9	Benchmark: End of Grade 11	Benchmark: End of High School

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.01 Develop skills to locate, evaluate, and interpret career information.

GRADE: 9-12

COUNSELOR: Counselor leads a class discussion about resources available to the student in his/her career exploration. Information is available in many media formats:

- Print
- Internet
- Career Speakers/Interviews
- Experiential Learning

Students will learn how to locate, evaluate, and interpret career information using the following handouts. With 004.01a, the student will become familiar with print resources. Additional internet websites are listed in 005.06. Two new resources that are available are NC Mentor, the official website for NC Pathways Program, and College Foundation of North Carolina, Inc.

PARENT: New resources that are available are NC Mentor, the official website for NC Pathways Program and CF of NC, Inc. Parents and students will be able to go on line at home to gather information about career planning, two and four year colleges, financial aid, and post-secondary planning. (ncmentor.org and cfnc.org)

COMMUNITY:

EVALUATION: Students can successfully use NC Mentor, College Foundation of NC, and other educational internet websites for career/educational planning.

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4.01 ATTACHMENT

CAREER EXPLORATION

After assessing one's self, the next step in the career planning process is to locate information about careers. Career information is everywhere. It is important to explore two or three occupations. This allows each student to compare choices, have alternative plans; and it stimulates career decision making.

The purpose of career exploration activities is to learn about resources. Students need to learn where resources are located, and what kind of information each resource provides. Resources are books, magazines, videos, computerized information systems, and people. Careers are rapidly changing and career information must stay current and up to date with these changes.

The most comprehensive federal and state career resources are:

Dictionary of Occupational Titles – Defines and classifies approximately 20,000 occupations by worker functions- people, data, things orientation-and industry designation. Arranged in three sections; alphabetical, similar occupations, and by industry.

Guide for Occupational Exploration – Provides career and occupational information in 12 interest areas, 66 work groups, 348 subgroups. Includes a brief description of the types of work in the group, skills and abilities required, how to prepare for the occupation and organizations and agencies to contact for additional information.

Occupational Outlook Handbook – Provides detailed career and occupational information on approximately 200 occupations in 19 clusters. Includes nature of occupation, working conditions, training, qualifications, advancement, job outlook, earnings and related occupations. Updated biannually.

Occupational Outlook Quarterly – Provides updated, timely information on current occupational developments between OOH editions. Includes articles on employment outlook, new occupations, training opportunities, salary trends and Bureau of Labor Statistics studies.

Career Choices in North Carolina - Provides current N.C. occupational and career information in useful, readable tabloid format. Includes career briefs of more than 200 occupations. Updated annually and distributed primarily through public schools, community colleges, state agencies, and other public programs. Available from N.C. SOICC with User's Guide of lesson plans and activities.

N.C. Careers – Microcomputer based system providing current information on approximately 400 NC occupations and 165 training sites. This counseling and career exploration tool matches student characteristics and preferences to N.C. occupations updated annually, available from N.C. SOICC.

N.C. Mentor - Pathways NCMentor is a tool available through the internet (www.ncmentor.org) that provides information, and services to help prepare all of North Carolina's young people for college through career exploration and planning; academic planning and preparation; and financial information.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.02 Evaluate traditional and non-traditional occupations.

GRADE: 9-12

OUTLINE: Students explore traditional and non-traditional careers experientially.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR:
Have students complete the questionnaire individually. Discuss answers as a group. The group leader may choose to place signs with each of the ratings in each corner of the room (the middle of room is undecided) and allow students to physically demonstrate their opinions.

- Have students identify in small groups five careers they believe are traditionally female occupations and five careers that are traditionally male occupations.
- Allow students to debate what makes a career "male" or "female".

PARENT:

COMMUNITY:

EVALUATION: Students can identify careers of interest from traditional and non-traditional categories.

Arland Benson, Linda Carlson, Judy Larsen.
Changing roles of women and minorities student booklet.

4.02 ATTACHMENT

TRADITIONAL ROLES - VALUES VOTING

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. A woman's place is at home.					
2. Children belong to their mother more than their father.					
3. Husband and wife should be equal to each other.					
4. Boys are smarter than girls.					
5. Men should not do housework.					
6. If a woman works, she should still do all the housework.					
7. I would vote for a woman for President if she were the best candidate.					
8. Woman should be paid less for doing the same work as men.					
9. Women are less responsible than men.					
10. Money spent on athletics should be evenly divided between boys and girls.					
11. Men should not cry.					
12. Masculinity refers to how strong a man is.					
13. Femininity refers to how weak and helpless a girl is.					
14. A good doctor might be either a man or a woman.					
15. All students should choose between home economics and industrial arts.					
16. Boys should have more education than girls.					
17. Men should not be secretaries.					
18. It is fine for a woman to be the boss in a business.					
19. Women are more emotional than men.					
20. Men are strong and capable of handling responsibility.					
21. Women are weak and unable to think things out logically.					
22. Women are wishy-washy; they always change their minds.					
23. If a man and a woman apply for a job, the man should get it.					

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.03 Develop an awareness of personal abilities, skills, interests, and motivations.

GRADE: 9-12

OUTLINE: Students gain self-awareness as they explore career development. In this activity, students will explore personal traits and behaviors.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR:

- Have each student list ten personality characteristics s/he likes in others. Make a composite list of the students' responses.
- Ask classmates to list two positive traits/behaviors on the list that s/he possesses and tell why.
- Have student list two personality traits s/he does not possess but would like to.
- Brainstorm ways to achieve new personality traits or behaviors.
- Have student write two positive statements about her/himself based on comments s/he has received from others in the group following a "Strength Bombardment" activity.
- Have students share situations that had positive effect on them.
- Ask students to individually complete the statement: "One of the nicest things that ever happened to me. . ."
- Ask student to name in writing two behaviors that have given her/himself pride.
- Share with the class an explanation of the difference between bragging and being proud of an accomplishment.
- Ask the class to identify by brainstorming positive sources of good feelings about self.
- Have students complete the statement: "Someone who makes me feel good is . . ."
- With classmates discuss the reason for her/his choice as the source of positive feelings about her/him.
- Have students brainstorm a list of least five sources of positive feelings about her/himself (e.g., high test scores, home environment, salary raise).

PARENT:

COMMUNITY:

EVALUATION: Students can identify personal strengths.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.04 Demonstrate how to interact and work cooperatively in teams.

GRADE: 9-12

OUTLINE: This activity increases students' ability to work in teams.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: Counselor should construct puzzles.

- A group of four people are seated around a table and given three puzzle pieces. There should be no verbal or nonverbal communication. Each member of the group is to construct a 16" square. Any piece not needed by an individual is to be placed in the center of the table used by other group members.
- The "Silent Square Puzzle Pieces" are completed when all four members have completed their 16" squares.
- Let each groups member identify his or her feelings about the exercise (What was it like to be the last one done? First one done? Did you get impatient with any group member?).
- Students should be allowed to identify their frustrations.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate appropriate team participation.

William Pfeiffer and John Jones, Iowa University, ASCA Resource Kit

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.05 Determine how to make decisions.

GRADE: 9

OUTLINE: This activity allows students to experientially learn about group dynamics and how they influence decision making.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: The decision-making model, while used here in a group setting, applies equally well to individual decision-making.

PARENT:

COMMUNITY:

EVALUATION: Students complete the decision-making steps.

Group Dynamics Student Booklet, Arland Benson, Linda Carlson, and Judy Larsen

4.05a ATTACHMENT

NORTH WOODS SURVIVAL EXERCISE

You and a friend have planned a week-long, fly-in fishing trip in the northern Ontario bush country. About 40 miles from the air base, the plane is forced down on a lake that is too small for a safe landing. The pilot gets down, but is unable to stop the plane before it plows into the shore line.

Your friend suffered a broken arm and minor injuries, but he is able to move around. The pilot is badly hurt and requires immediate medical attention. The plane's radio is destroyed. You are one of the few people in the group who is uninjured. The terrain between you and the air base consists of lakes, muskeg swamp, bogs, and virtually impenetrable woods. Counting the necessary detours around these hazards, you estimate a trip of 80 to 100 miles to get out.

You must check the list of supplies and rank them in order of importance for your group's survival on the trip back to the air base. Place the number 1 next to the most important item, 2 for the next most important, and so on.

North Woods Exercise

- ☐ 1 camp saw
- ☐ 1 hatchet
- ☐ fishing tackle
- ☐ lantern
- ☐ camp stove
- ☐ 2 packs dry beef
- ☐ insect repellant
- ☐ hand gun (.32 caliber)
- ☐ compass
- ☐ 2 first aid kits
- ☐ 1 pack dry apricots
- ☐ bouyant boat seat cushions
- ☐ 1 fry pan
- ☐ silverware
- ☐ map

4.05b ATTACHMENT

NORTH WOODS SURVIVAL EXERCISE

Step 1 – Decide how to decide. (Leader? Majority vote? Consensus?)

Step 2 – Specify clearly what is to be decided.

Step 3 – Identify all possible alternatives.

Step 4 – Explore each alternative
   I. Identify the advantages and make a list.
   II. Identify the disadvantages of each.

Step 5 – Bring out the personal wants of each individual in the group. (e.g., What can each member give to the alternative and what can each member expect to receive from the alternative.)

Step 6 – This step is the first choice point. Now select the alternative that has the most value to the individual group members.

Step 7 – If a decision is not made at this time then:
   III. Look for additional alternatives.
   IV. Re-examine the individual wants of each member of the group.
   V. Make a temporary decision and "live it" as a group for a period of time.

North Woods Exercise II

1.Did the group clearly specify what is to be decided so that all understood?

2.The group discussed many possible alternatives before deciding?

3.Were the views of all the members (even less active ones) requested?

4.Can all of the group members work to improve the problem area chosen?

5.Was the condition that all group members should be able to work toward improving the problem area discussed and resolved by the group?

6.All of the suggested alternatives were explored to discover their advantages and disadvantages?

7.When discussing and when arriving at a final decision was silence interpreted as agreement?

8.The decision was made by:
I. One person
II. A minority of persons
III. A majority of persons
IV. Consensus of all members

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.06 Explain how to set goals.

GRADE: 9-12

OUTLINE: By completing this activity students will analyze their aptitudes and interests and develop a program of study directed toward career goals.

ACTIVITIES/STRATEGIES:

RESOURCE: Carolyn Males and Roberta Feigen. *Life After High School: A Career Planning Guide*. (Book)
Louise Schrank. *Lifeplan: A Practical Guide to Successful Career Planning*. (Workbook)
Developmental Guidance Classroom Activities for use with National Career Developmental Guidelines (Grades 7-9)

TEACHER: See counselor activity.

COUNSELOR:

1. Discuss with students the influences that affect the decisions they make.
2. Discuss how one's level of maturity affects decision-making and how this changes over time.
3. Have students outline their educational and career goals.
4. Have students research course requirements for their selected career goal.
5. Ask students to select courses for tenth grade that will provide experiences for personal growth and development relative to their career goals.
6. Have students complete an "Educational Profile" with courses that will lead toward a career they have chosen and researched.
7. Visitors from various career field may be invited to speak to the students on the importance of academic skills in careers (e.g., doctor or nurse on the importance of science, news reporter on the importance of English, carpenter on the importance of mathematics)

PARENT:

COMMUNITY:

EVALUATION: After having analyzed their abilities and interests, students have updated their "Educational Profile".

4.06 ATTACHMENT

EDUCATIONAL PROFILE

Name: ______________________________ Date: ______________

How far do I expect to go in school?
____ a. Drop out now
____ b. Graduate from high school
____ c. Complete junior college or two years of college
____ d. Graduate from college
____ e. Secure an advanced degree

How far would I like to go in school?
____ a. Drop out now
____ b. Graduate from high school
____ c. Complete junior college or two years of college
____ d. Graduate from college
____ e. Secure an advanced degree

What are the main factors involved in my answer to Item 1?
____ a. Interest or lack of interest
____ b. My own estimate of my academic abilities
____ c. The cost of college or other economic factors
____ d. More pressing interest in doing something else
____ e. Circumstances beyond my control

How do I rate myself in school ability compared with those in my class at school?
____ a. I am among the poorest
____ b. I am below average
____ c. I am average
____ d. I am above average
____ e. I am among the best

Do I have the ability to complete college?
____ a. No
____ b. Probably not
____ c. Not sure either way
____ d. Yes, probably
____ e. Yes, definitely

Continued

4.06 ATTACHMENT

EDUCATIONAL PROFILE *Continued*

In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely is it that I could complete such advanced work?

____ a. Drop out now
____ b. Graduate from high school
____ c. Complete junior college or two years of college
____ d. Graduate from college
____ e. Secure an advanced degree

How important to me are the grades I get in school?

____ a. Grades don't matter to me at all
____ b. Not particularly important
____ c. Important
____ d. Very important

How important to me are good grades compared with other aspects of school?

____ a. Good grades don't matter to me at all
____ b. Some other things in school are more important
____ c. Good grades are among the important things in school
____ d. Good grades are the most important thing in school
____ e. Grades are just one part of high school

In selecting a life career, what should be my most important consideration?

____ a. Whether I can do the job well
____ b. Whether I will enjoy doing the job year after year
____ c. Earnings potential
____ d. Amount of prestige associated with the career

I believe my two best qualities are:

(1)____.
(2)____.

Two personal weaknesses that I would like to correct are:

(1)____.
(2)____.

Continued

4.06 ATTACHMENT

EDUCATIONAL PROFILE *Continued*

Consider the words in the list and check how often you think they describe you:

	ALWAYS	**USUALLY**	**SOMETIMES**	**NEVER**
Happy				
Friendly				
Sad				
Serious				
Shy				
Clumsy				
Showoff				
Kind				
Lazy				
Neat				
Calm				
Moody				
Open-minded				

Continued

4.06 ATTACHMENT

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is: ____

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that certain courses must be taken in order to graduate.)

9th		10th	
1st. S	2nd. S	1st. S	2nd. S
Total Credits ______		Total Credits ______	

Continued

4.06 ATTACHMENT

EDUCATIONAL PROFILE SHEET Continued

11th		12th	
1st. S	2nd. S	1st. S	2nd. S
Total Credits ______		Total Credits ______	

Total credits for grades 9-12: ______________

To graduate, a student must accumulate _________ semester credits between 9th and 12 grades.

This number must include _______ in English, _______ in history or social studies, _______ in physical education, _______ in math, and ______ in science.

If there are others, explain:

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.07 Explore the importance of planning.

GRADE: 9-12

OUTLINE: Students explore the major components of Career Planning.

TEACHER: See counselor activity.

COUNSELOR: Counselor will distribute handout and review the steps to Career Planning:

- Self Assessment
- Career Exploration
- Goal Setting
- Taking Action
- Evaluation

PARENT:

COMMUNITY:

EVALUATION: Students can identify the career planning steps.

4.07 ATTACHMENT

CAREER PLANNING

What to be or what not to be is a puzzling question facing you as you progress through school, register for classes, consider a career change, and look toward your future. Career planning is a method of looking at yourself for your particular strengths and looking into the many options and choices of careers.

Keep your mind, eyes and heart open to the many possibilities awaiting you in the work world and take it step by step.

SELF ASSESSMENT
First, look into yourself to discover your interests, skills, values and personality. Ask yourself, Who am I?" That means, "What am I good at?" "What talents, abilities or skills do I have?" "What would I like to accomplish someday?" "What can I see myself doing?" You can also ask your friends, family members, teachers or mentors if they see these same qualities in yourself as you do.

CAREER EXPLORATION
Second, investigate all the career choices, options and opportunities available to you. Attend career fairs, visit a career center in your school or in your community, talk to people in various careers, shadow or spend time one day with people in careers of interest to you. Ask them, "How did you get started in this career?" "What is a typical day like?" "What type of training or education is required?"

GOAL SETTING
Third, set goals for yourself. Look at the careers that interest you. Ask yourself, "What do I have to do to prepare for these careers?" "How much education or training does it take to prepare for each one of them?" After you gather information about education and training, set goals for yourself to attain the required amount of education.

TAKING ACTION
Fourth, make an action plan. "What do I have to do to get there?" Review your courses and curriculum. Register for the right classes. Maintain the right grades for your goals. Get the right experience, internships or volunteer opportunities to be accepted in the programs and majors of your choice.

EVALUATION
Fifth, evaluate your plan periodically. This is important as you move ahead in your plans to remember it's not too late to move in another direction or to add more exposure or opportunities to your career plan. Now ask, "Am I on the right track?" "Is there new information I need to investigate?" When needed, go through the steps again and again and again. Each time you will learn more about yourself and more about the careers possibilities awaiting you.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.08 Develop competency in areas of interest.

GRADE: 9-12

OUTLINE: This activity walks the student through information about career interest areas.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: Career choices are important and should be made with a planned approach rather than left to chance. Ask the student to identify careers of interest. Has the student relate course work to career aspirations, and has the student listed areas of growth potential? The final part of the activity provides a checklist of ways to fully explore career choice.

PARENT:

COMMUNITY:

EVALUATION: Students can identify areas of interest and coursework that relates to those interests.

4.08 ATTACHMENT

CHOICES NOT CHANCES

Directions: Use the Career Assessment Guide to summarize your findings

Summary and Action Plan

1.Career Interest Areas which best suit me at this time are: (check areas with most total ✔ 's from worksheet.)

_____ Artistic _____Protective _____Business Detail _____Humanitarian

_____ Scientific _____Mechanical _____Selling _____ Leading-Influencing

_____ Plants & Animals _____ Industrial _____ Accommodating _____Physical Performing

2.Occupations and related occupations which interest me are:

__________ __________ __________ __________

3.School subjects which will help me prepare for my career goals are:

__________ __________ __________ __________

4.Skills I will need to develop:

__________ __________ __________ __________

5.Action Plan: Things I need to do:

_____ Talk to someone working in a career area I am interested in
_____ Go to career center/library for more information
_____ Check what places can train me for these choices
_____ Update my 4-year plan
_____ Talk to my counselor/CDC about my choices

6.Suggestion: Put this **Summary and Action Plan** in your career portfolio for further reference.

"Career Choices in North Carolina", North Carolina Occupational Information Coordinating Committee,(Career Choices User Guide, 1995)

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.09 Develop hobbies and avocational interests.

GRADE: 9-12

OUTLINE: As part of career development, students will examine leisure activities and how they relate to individual lifestyles.

STRATEGIES/ACTIVITIES:

RESOURCES: Developmental COUNSELING AND GUIDANCE Classroom Activities for use with National Career Developmental Guidelines (Grades 7-9)

TEACHER: See counselor activity.

COUNSELOR:
1. Present articles or ads from a newspaper announcing a variety of leisure activities and
2. Place the following titles on a bulletin board: sports, nature, crafts, art, music, volunteer, educational, cultural and organizational.
3. Have students place the activities from the newspapers and any other activities they can think of under these titles.
4. Have students choose one activity from each category and answer the following questions for each of their chosen activities.
    - What are three personal gains from the activity?
    - What are two careers related to the activity?
    - Would you do this activity? Why or why not?

PARENT: Share community activity involvement ideas with your son or daughter.

COMMUNITY: Participate in programs such as internships, shadowing with the schools.

EVALUATION: Students have examined and categorized leisure-time articles and ads.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.10 Balance between work and leisure time.

GRADE: 9-12

OUTLINE: Students examine the importance of planning their time.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: People make choices as to how they spent their time each day. Each person is given twenty-four hours and 100% energy to
- Learn new things both on the job (at school) or in one's personal life.
- Spend "play" time with family, friends, and loved ones.
- Engage in hobbies.
- Complete work assignments.
- Have quiet time to think.

- Counselor will share handout with students and ask them to list their goals in each area. Then the students are asked to rank order the goals.
- After rank ordering the goals, ask the students to place the goals in the areas listed above. Ask the students:
  1."Which areas received the highest prioritized goals?"
  2."In which areas do you spend the most time?"
  3."Is there a balance between areas in terms of time spent?"

PARENT:

COMMUNITY:

EVALUATION: Students can determine how they spend their time and budget according to established goal priorities.

"Career Choices in North Carolina", North Carolina Occupational Information Coordinating Committee,(Career Choices User Guide, 1995)

4.10 ATTACHMENT

BALANCING OUT GOALS

To set effective goals, it is important to remember the following:

A goal must be:
• **STATED IN CLEAR TERMS**. (Example: I will lose 10 pounds by Feb. 1st.) • **BELIEVABLE**. You must believe you can reach the desired goal.
• **ACHIEVABLE**. You must have the interests, skills, abilities and strengths to make it happen. • **MEASURABLE**. The goal can be accomplished within a certain time or in a quantity that can be calculated. • **DESIRABLE**. You really want to achieve this.

List three goals in each area. Then rank 1-2-3 in order of importance.

MY SCHOOL GOALS:	**RANK**
MY FUTURE EDUCATIONAL GOALS:	
MY CAREER GOALS:	
MY PERSONAL GROWTH GOALS:	

MY FRIENDSHIP GOALS:	**RANK**
MY LEISURE TIME GOALS:	
MY LONG RANGE LIFE GOALS:	

"Career Choices in North Carolina", North Carolina Occupational Information Coordinating Committee,(Career Choices User Guide, 1995)

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.11 Acquire employability skills such as working on a team, problem-solving, and organizational skills.

GRADE: 9-12

OUTLINE: This activity allows students to examine these skills and identify which skills they presently possess and which skills are in need of development.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: The Secretary's Commission on Achieving Necessary Skills (SCANS) is the study of skills needed in the current and future workplace. This study is important because it links today's school with tomorrow's work site. If a person is highly competent in the identified SCANS skills, he/she will be a highly valued employee.

- Counselor reviews the foundation skills, thinking skills, personal qualities, functional skills, systems and technology knowledge, informational skills, and interpersonal skills on SCANS skills.
- Students are asked to put a check by those skills they feel they have mastered and circle those skills still in development.
- Counselor asks students to identify any skills they were surprised to see on the list.
- Counselor asks students to identify the top ten skills they would want an employee to possess.

PARENT:

COMMUNITY:

EVALUATION: Students can identify employability skills and identify areas of strength and need in oneself.

839

838

4.11a ATTACHMENT

SCANS SKILLS DEFINITIONS

SCANS is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills needed in the contemporary and future American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. Because they are needed in workplaces dedicated to excellence, they are the hallmark of today's expert worker. They lie behind every product and service offered in today's marketplace.

There are 27 SCANS skills divided into two categories:
Foundation Skills – skills people bring to a job; and
Functional Skills – skills specific to the functions workers perform doing their job

Definitions of the specific skills are listed below.

I FOUNDATION SKILLS

BASIC SKILLS

1. **Reading** – locates, understands, and interprets written information in prose and documents including manuals, graphs, an schedules to perform tasks; learns from test by determining the main idea or essential message.
2. **Writing** - communicates thoughts, ideas, information and messages in writing; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts with language, style, organization and format appropriate to the subject matter, purpose and audience.
3. **Arithmetic** – performs basic computations, uses basic numerical concepts such as whole numbers and percentages in practical situations, uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
4. **Speaking** – organizes ideas and communicates oral messages appropriate to listeners and situations, participates in conversation, discussion and group presentations, speaks clearly.
5. **Listening** - listens carefully, understands and responds to listener feedback. Receives, interprets and responds to verbal messages and other cues such as body language.

THINKING SKILLS

1. **Creative thinking** –uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
2. **Decision-making** – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. **Problem-solving** – recognizes that a problem exists; identifies possible reasons for the differences and creasts and implements a plan of action ot resolve them. Evaluates and monitor progress and revises plan as indicated by findings.
4. **Knowing How to Learn** – can adapt and apply new knowledge and skills to both familiar and changing situations. Is able to use ways of learning such as notetaking and organizing information. Becomes aware of false assumptions that may lead to wrong conclusions.

Continued

4.11b ATTACHMENT

SCANS SKILLS DEFINITIONS

PERSONAL QUALITIES

1. **Responsibility** – exerts effort and perseverance toward goal attainment; works to becomes excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task and displaying a high level of concentration.
2. **Social skills** – demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately; takes an interest in what others say and do.
3. **Self-management**- assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self control and responds to feedback unemotionally and non-defensively; a "self starter."
4. **Integrity/honesty** – can be trusted; recognizes when faced with making a decision or acting in ways that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes in respect to an organization, self, or others; chooses an ethical course of action.

II FUNCTIONAL SKILLS

RESOURCES

1. **Manages time** –selects important, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules.
2. **Manages money** –uses or prepares budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance and makes appropriate adjustments.
3. **Manages material and facility resources** – acquires, stores, and distributes materials, supplies, parts, equipment, space or final products in order to make the best use them.
4. **Manages human resources** – assesses peoples' knowledge, skills, abilities, and potential; identifies present and future workload; makes effective matches between individual talents and workload, monitors performance and provides feedback.

SYSTEMS AND TECHNOLOGY

1. **Understands systems** –knows how social, organizational and technological systems work and operates effectively within them; makes suggestions to modify systems to improve products or services, and develops new or alternative systems maintenance and quality control.
2. **Uses technology** –judges which set of procedures, tools or machines will produce the desired results; understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems; prevents, identifies or solves problems in machines, computers and other technology.

Continued

4.11b ATTACHMENT

SCANS SKILLS DEFINITIONS *Continued*

INFORMATIONAL SKILLS

1. **Acquires and evaluates information** – identifies need for data; obtains it from existing sources or creates it and evaluates its relevance and accuracy.
2. **Organizes and maintains information** - organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.
3. **Interprets and communicates information** - selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multimedia methods.

INTERPERSONAL SKILLS

1. **Participates as a member of a team** – works cooperatively with others and contributes to group effort with ideas, suggestions, and effort; resolves differences for the benefit of the team and takes personal responsibility for accomplishing goals.
2. **Teaches others** – helps other learn needed knowledge and skills; identifies training needs and supplies job information to help others see its use and relevance to tasks.
3. **Serves clients, customers** – works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings and identify needs; communicates in a positive manner, especially when handling complaints or conflict.
4. **Exercises leadership** – communicates thoughts, feeling and ideas to justify a position, encourage, persuade, convince or otherwise motivate an individual or groups, including responsibly challenges existing procedures and policies.
5. **Works with cultural diversity** – works well with men and women and with a variety of ethnic, social or educational backgrounds; bases impressions on individual performance not on stereotypes.

"Career Choices in North Carolina", North Carolina Occupational Information Coordinating Committee,(Career Choices User Guide, 1995)

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.12 Apply job readiness skills to seek employment opportunities.

GRADE: 9-12

OUTLINE:

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: In this activity, students examine the different employability skills and see how ready they are to enter the workforce.
1. Have students read through the items on the "Employability Skills Checklist," and place a check in the column to the right of each question. If they can already do the task, mark yes. If they do not think they can do the task, mark no. If they are not sure, mark not sure.
2. Discuss "Tasks I can do" and have students identify in which careers/occupations these tasks would be valuable.
3. Discuss "Tasks I am not sure I can do" and have students suggest how they could find out whether or not they can perform the task.
4. Discuss "Tasks I cannot do" and have students determine how important it might be to develop that skill for a career they may be interested in.

PARENT:

COMMUNITY:

EVALUATION: Students have evaluated their present level of employability skills by completing the checklist.

Sources: *Job Survival Skills. (Workbook); Job Readiness: Acquiring the Skills. (Filmstrips); Prep Fr. (VSC); Developmental COUNSELING AND GUIDANCE Classroom Activities for use with national Career Developmental Guidelines (Grades 7-9)*

4.12 ATTACHMENT

EMPLOYABILITY SKILLS CHECKLIST

This checklist is designed to help you focus on areas which are important for employment. Upon completion, you may pursue or be directed to obtain information in areas in which you lack knowledge.

Do you/can you.....	Yes	No	Not Sure
1. List in order the careers you are most interested in?			
2. List three career clusters that match your career interests?			
3. List general education requirements for three career clusters that match your career interests?			
4. List things which influence your lifestyle and how these things affect career choices (e.g., your friends or the neighborhood in which you live)?			
5. See how your opinion of yourself influences your ability to be good at your job?			
6. Describe how risk-taking affects your career choices?			
7. Describe job risks you are willing to take in choosing a career?			
8. Describe what you most hope to get from your job (e.g., money, power, pride)?			
9. Describe, in general, what is required in three career clusters related to your career interests?			
10. Describe the physical conditions you would agree to have in a work situation (e.g., loud or quiet, outdoors or indoors)?			
11. Describe the work hours you would agree to work (e.g., nine to five, night shift, weekends)?			

Do you/can you.....	Yes	No	Not Sure
12. Describe where you prefer to work (in the city, out in the country, in a neighborhood suburb, close to home)?			
13. Clearly define problems or decisions you have to make?			
14. Find different ways to solve your problems or make decisions?			
15. Tell how and where to collect information to help you make decisions?			
16. Understand and use information you collect?			
17. Make a decision and then figure out a plan to meet your goals or solve your problems?			
18. Review and update your plans regularly?			
19. List/describe ways to find out where job openings are?			
20. Use employment guides to find work or job openings?			
21. Choose three jobs you might want that match your abilities, interests, education and experience?			
22. Find and use information which will help you predict how many jobs there will be (in which you are interested) at the local, state, and national level?			
23. Know where and how to find information on getting money for education and training?			

Continued

4.12 ATTACHMENT

EMPLOYABILITY SKILLS CHECKLIST *continued*

Do you/can you.....	Yes	No	Not Sure
24. Know places which allow you to gain work experience skills?			
25. Write a letter of application for a job?			
26. Fill out a job application?			
27. Write a resume?			
28. Describe the steps in applying for a job?			
29. Complete a W-4 tax form?			
30. Describe how to get a Social Security number?			
31. Describe how to get a work permit?			
32. Describe some ways work hours are assigned by business?			
33. Describe the correct steps to take when you are too ill to report to work or when you get sick at work?			
34. Describe the correct steps to take to apply for vacation or leave?			
35. Describe how bosses in different jobs and businesses expect you to act toward your work or behave on the job?			
36. Describe what you should do when you have a work problem on the job?			

Do you/can you.....	Yes	No	Not Sure
37. Explain how to "handle" problems with other employees on the job?			
38. Describe why you need to be willing to make changes and to adjust in a work situation?			
39. Tell how your own habits, behaviors, and feelings affect others?			
40. Describe what the safety rules are in a work situation?			
41. Describe what steps to take if there are unsafe working conditions at a job site?			
42. Know about "employee rights" and discrimination (unfair treatment) in terms of sex, race and age?			
43. Explain what you should do if you feel you have been unfairly treated on the job because of sex, race or age?			
44. Describe what union or professional group matches specific job areas?			
45. Read and understand a pay statement or pay stub?			
46. Describe how overtime pay is calculated?			
47. Use your basic math skills to figure the exact amount of overtime pay you earn? *Continued*			

4.12 ATTACHMENT

EMPLOYABILITY SKILLS CHECKLIST *continued*

Do you/can you.....	Yes	No	Not Sure
48. Describe what "compensatory time" means?			
49. Name three jobs that match your career interests?			
50. List the education you need for three jobs which match your career interests?			
51. List the tasks and duties of three jobs that interest you?			
52. Describe three jobs of interest to you which have similar education and experience reuirements?			
53. Describe specific things that are required for three jobs which match your career interests?			
54. Describe types of extra benefits you want in a job (e.g., retirement or vacation)?			
55. Describe the future need for three specific jobs which interest you?			
56. Describe the things you would consider in choosing the area (part of town/section of the country) where you want to work?			
57. Clearly state problems or decisions you have to make?			
58. Find different ways of solving your problems or making decisions?			

Do you/can you.....	Yes	No	Not Sure
59. Tell how and where to get information to help you make decisions?			
60. Understand information you collected?			
61. Decide to do something and make a plan to meet your goals or solve your problems?			
62. Review and update your plans regularly?			
63. Describe an occupation (job) ladder for your career that shows steps or levels for moving up (e.g., stock person - salesclerk - floor manager - store manager - vice president)?			
64. Write a plan for getting any education, training or experience you need for a specific job?			
65. Find one job to enter as a first step in your carer?			
66. List the pros and cons (advantages and disadvantages) of different job-finding sources?			
67. Choose the best sources for finding the type of work in which you are interested?			
68. List regional or geographic areas where you might find the job you are looking for?			

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.13 Demonstrate knowledge about the changing workplace.

GRADE: 9-12

OUTLINE: Students research and discuss employment trends.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: Counselor will provide the following information and facilitate discussion about Employment Projections.

EMPLOYMENT PROJECTIONS
- The labor market is the interaction of people competing for jobs and employers competing for workers.

[WHAT JOBS ARE CURRENTLY IN HIGH DEMAND? WHAT JOBS ARE DIFFICULT TO FILL AND WHY?]
  - Employers hire to either: 1.Replace a worker, or 2.Fill a newly created job

[WHY MIGHT AN EMPLOYER REPLACE A WORKER? WHAT NEW JOBS ARE BEING DEVELOPED IN THE NEXT 10-20 YEARS?]
  - Most openings occur due to the first example – replacing workers as people leave a job, return to school, retire or die.

[WHY WOULD A PERSON LEAVE A JOB? WHAT KIND OF EDUCATION MIGHT A WORKER BE SEEKING BY RETURNING TO SCHOOL? WHAT JOBS ARE HIGH STRESS JOBS?]
  - When looking at occupational trend data, it is important to distinguish between occupations with most openings vs. fastest growing occupations.

[WHAT IS THE DIFFERENCE BETWEEN MOST OPENINGS AND FASTEST GROWING? LIST SOME EXAMPLES OF EACH.]
  - Which category produces the most actual job openings? It depends on the total number of employees in that particular occupation.

[LIST OCCUPATIONS THAT HAVE VERY FEW EMPLOYEES? OCCUPATIONS THAT HAVE LARGE NUMBERS OF PEOPLE IN THE FIELD.]
  - A small occupation may be growing rapidly but requires only a few new workers each year. A large occupation may be growing slowly or not at all, but may require a large number of workers annually to replace retiring employees.

[IDENTIFY RAPIDLY GROWING FIELDS OF EMPLOYMENT.]

PARENT:

COMMUNITY:

EVALUATION: Students can use information about economic forecasts to assist in the career planning process.

Adapted from "Career Choices in North Carolina", North Carolina Occupational Information Coordinating Committee,(Career Choices User Guide, 1995)

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.14 Consider the rights and responsibilities of employers and employees.

GRADE: 9-12

OUTLINE: Students complete the handout to determine personal expectations and share comparative data below:

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: Many people work at jobs they don't want until they can get the education or experience necessary to start the career they do want. Students must determine their most important expectations and values, then evaluate what each job offers. Students need to understand that few jobs provide complete satisfaction.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate an understanding of basic employee rights and responsibilities.

4.14 ATTACHMENT

WHAT SHOULD YOU EXPECT?

Motivation and interest in a job will depend on one's reasons for working and how well the job satisfies one's needs.

1.List reasons for working below. To get money might be an initial thought. Go ahead and list money if that is one of your reasons. However, think about the other reasons you work.

Reasons for Working:

2.Think about the jobs you've had or thought about having. What did/would you like about each job? What did/would you dislike?

LIKES:

DISLIKES:

3. How do you expect an employer to treat you? What are things you want in return for your work?

My Expectations:

What I Want:

Adapted from Job Savvy, How to Be a Success at Work, LaVerne Ludden, Ed.D., JIST Works, Inc.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.15 Respect for individual uniqueness in the workplace.

GRADE: 9-12

OUTLINE: The purpose of this exercise is to take a personal look at one's own habits/behaviors and how they might be changed, how difficult it is to change, and to identify habits/behaviors in others that will be equally difficult to change.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR: People tend to be very egocentric in their approach to things-it is difficult to get out of one's own box and anticipate different perspectives, perceptions, and beliefs. This table may be completed as a class, in small groups, or individually.

PARENT:

COMMUNITY:

EVALUATION: Students are able to use personal behavior checklist to improve personal relationships.

4.15 ATTACHMENT

PERSONAL BEHAVIOR CHECKLIST

What Behaviors I Find Annoying or Frustrating In Others	What Trait or Behavior I Might Have That Is Annoying or Frustrating to Others	What Changes I Want to Make To These Annoying Traits/Behaviors	How I'll Get The Changes Done	When I'll Start Changing

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE:: 004.16 Author a resume.

GRADE: 9-12

OUTLINE: Students practice resume writing.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR: Students need good resumes regardless of their post-secondary plans. Resume building is a skill that will provide the student with future job interviews and application acceptances. The resume is the a thumbnail sketch of what the person is, has been, and hopes to be.

Counselor will have students review the handout on RESUMES. Students then will practice developing a good resume. Having students share their resumes with writing partners or in small groups for critique is a helpful way to improve the content. Ask the students critiquing the resume to role-play a future employer or a college admissions officer.

PARENT:

COMMUNITY:

EVALUATION: Students can complete a preliminary resume.

ASCA Resource Kit, Elsie Campbell, Sandy Valley Local Schools, Magnolia, Ohio

4.16 ATTACHMENT

HOW TO WRITE A RESUME

RESUMES: A resume is one of the most important tools in your job search. It's purpose is to entice the employer to know more about you and call you for an interview. It is usually the first impression you will make of that person. Make it a good one!

A GOOD RESUME PRESENTS:

- Who you are
- What kind of position you want
- SKILLS you have, accomplishments you made
- Listing of education and training
- Listing of previous work experience

GENERAL DO'S AND DON'TS

DO'S	DON'TS
Be concise, accurate, positive	Lie or exaggerate
List your most recent job first	Include salary history
Stress skills, accomplishments	Use pronouns, abbreviations
Use action verbs	Overdo use of bold & italics
Make resume attractive to read	Use small type, overcrowd margins
Have someone proofread before mailing	Include references

References are usually left off resumes unless you are instructed to include them for a job fair. Have references available on another typed sheet of paper for the interview for the interview at least three people, not relatives, that have recognized your skills, accomplishments or personal qualities. "References furnished upon request" is no longer necessary on bottom of resumes. It may be eliminated especially if space is needed for pertinent information.

There are different resume formats. Not one resume format or style is appropriate for all job seekers. Select the style and format which best markets and sells your skills and qualifications to the most employers.

Always include a cover letter with a resume.

4.16 ATTACHMENT

THE CHRONOLOGICAL RESUME

The chronological resume emphasizes work experience. It is the preferred style of resumes by employers because it enables them to quickly match your previous work experience to their immediate needs. It can be used by recent graduates to show their part time, co-op, and summer employment as relevant work experience.

Writing a Chronological Resume:

- Use a career objective to market your strengths and skills without limiting your options.
- Start with your most recent position and work backward. Give the name of the company, city, state, job title, major duties and accomplishments.
- Keep your job objective in mind and emphasize the duties and accomplishments that publicizes your strengths and for which the employer is looking.
- Use action verbs to start each phrase or sentence.
- Use lists preceded with bullets for easier reading.
- If you have completed a relevant course or received a diploma, degree in the last five year, it should go at the top of the resume; otherwise education should be listed at the bottom. Keep the length of your resume to one page, two at the maximum. If you use a second page, be sure to type your name on the top of page 2.

CHRONOLOGICAL FORMAT

NAME – State full name, type in bold and use a large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE – indicate the position or general type of job you are seeking.

EDUCATION – if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses (may be a separate section); GPA may be appropriate.

WORK EXPERIENCE – list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.

SKILLS – list relevant skills you have here or after education. Skills include the machines you can operate, computer hardware, software you are competent in, examples: operate a cash register, copier, fax machines, IBM computer, Macintosh computer, Microsoft Word.

ACTIVITIES – extra curricular activities, community activities are all appropriate if space permits and if relevant to your job objective.

4.16 ATTACHMENT

THE FUNCTIONAL RESUME

The functional resume organizes your experience by areas of skills, avoiding a strict reliance on chronology. Functional titles or skill clusters are used or organize your skills from various places of employment, volunteer or educational. Functional resumes are excellent tools for career changers, job seekers re-entering the job market after a period of not working and for students finishing a degree or program area which qualifies them for work differing from their previous employment.

Writing a Functional Resume:

- Determine the functional titles that best describe your skill area and are most closely related to your job target.
- Within each functional area stress your accomplishments, results or abilities.
- Include all relevant accomplishments without identifying the place of employment or voluntary situation in which it took place.
- List your education, relevant courses or degree at the top of the resume if it was completed within the last five years.
- List work experience at the bottom, giving dates, company name and title.
- Keep length of resume to one page, two maximum. If using a second page, type your name only on upper corner of second page.

FUNCTIONAL FORMAT

NAME – Type full name in large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE-although optional, either career highlights or objective gives reader the messages of your career goals and your focus.

EDUCATION TITLE(S) – if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses and GPA (optional).

FUNCTIONAL TITLE(S) - Select two or three skill areas in which you are interested in. Examples: Customer Service, Sales & Marketing, Office Technology, Graphics & Design, Medical Services, Food Service, Hospitality, Horticulture, etc. List them in order of your interest and skill level. State accomplishments or qualifications you have under each title.

WORK EXPERIENCE
Date job title company name, city, state
Date job title company name, city, state
Date job title company name, city, state

4.16 ATTACHMENT

DEVELOPING A CAREER OBJECTIVE

" A resume without an objective is like a book without a title" states Jay L. Stahl managing director of Right Associates in Raleigh, NC.

By trying to keep many career options open and not using an objective, it also gives the message to employers that clients/students are not focused, do not have any goals and diminishes the possibility of being called for an interview.

Seniors attending job fairs or looking for full time employment need to design a resume including a career objective that is flexible to entice the varied employers who attend, while giving a statement of the strengths he/she has to offer. This can be done as follows:

A CAREER OBJECTIVE HAS THREE KEY PARTS:

1. Level of position for which one is applying
   For high school students this primarily will be "entry level positions"
   Example: CAREER OBJECTIVE: Obtain an entry level position...

2. Type of business, industry or career area sought
   Keep this generic as to manufacturing, construction, health or human services, sales, etc.
   Example: CAREER OBJECTIVE: Obtain an entry level position in the hospitality industry...

3. State the major strengths you have to offer this employer
   Example: CAREER OBJECTIVE: Obtain an entry-level position in the hospitality industry using my strengths in customer service and public contact.

Be sure there are examples of the strengths in the resume either as a volunteer, club activities, or work experience.

The career objective is the first part of the resume the interview will see and can start the interview process with a focus.

EXAMPLES OF CAREER OBJECTIVES FOR HIGH SCHOOL STUDENTS:

- Obtain an entry-level position in a business or industry using my strengths in clerical procedures and customer contacts.
- Obtain an entry-level position in an industrial or manufacturing environment using my strengths in mechanical abilities and warehouse duties.
- Obtain an entry-level position in a health or human services facility using my strengths with individual care and personal attention to needs of others.

"Career Choices in North Carolina", North Carolina Occupational Information Coordinating Committee,(Career Choices User Guide, 1995)

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.17 Develop a positive attitude toward work and learning.

GRADE: 9-12

OUTLINE: Students discuss and role play impact of education and lack of education on future goals.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR:
Asks students to discuss (without giving real names) the following:

- How many of your friends have dropped out of school or thought about doing so? What has happened to them?
- Have you thought about dropping out? What kinds of concerns or pressures are present?
- How hard are you willing to work to have a successful career?
- What can you improve about yourself so you might be successful? What does "successful" mean to you?

Have students participate in the following activities:

- Role-play a high school dropout in a job interview.
- Ask a dropout who later obtained a diploma or G.E.D. (General Equivalency Diploma) to share his/her job experiences and his/her decision to leave high school.
- In smaller groups ask the students to talk about how their lives will be different if they drop out, versus if they stay in school and go on to a two or four year college or a post-secondary training program.

PARENT:

COMMUNITY:

EVALUATION: Students can articulate benefits of a high school diploma.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.18 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

GRADE: 9-12

OUTLINE: These activities are to help students identify and model the qualities employers commonly seek in job applicants.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR:
- Discuss behaviors and traits that an employer most often seeks in an employee.
- Have students list those traits and behaviors they demonstrate at home, at school, etc.
- Have students maintain a self-critiquing log of their use of desirable work attitudes and skills.
- Have students complete the "Forced Choice" activity to help them recognize inappropriate behaviors within a group.

PARENT:

COMMUNITY:

EVALUATION: Students have demonstrated knowledge of desirable worker attitudes and traits and established a method of evaluating their own performance and skills.

Adapted from Developmental Counseling and Guidance Classroom Activities for Use with National Career Developmental Guidelines (Grades 7-9)

4.18 ATTACHMENT

SOMEONE WHO GETS ON MY LAST NERVE

Rank the following list of people, from least objectionable to most objectionable. Add any other annoying characters you would like to the list. Be prepared to defend your ranking order.

1. **Interrupter during conversation**
2. **Back Talker**
3. **Cheater**
4. **Litter Bug**
5. **Borrower who never returns items**
6. **Bully**
7. **Shoplifter**
8. **Arsonist**
9. **Smoker**
10. **Tattler**
11. **Chewer who leaves old gum around**
12. **Liar**
13. **Other:**______________________

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.19 Utilize time-and-task management skills.
GRADE: 9-12

OUTLINE:

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: No one can give exactly the same amount of time to the three main areas of life: self, other relationships, and career/school. If your life is in balance you are giving some time to each area. This activity allows students to examine how well balanced their activities are.

- Ask students to complete the Time Circle.
- Ask students to reflect on the balance of the three areas in their lives.
- Have students complete the Wellness Chart which measures the meeting of basic needs.
- Have students complete the Time/Energy Management List to help them prioritize their lives.

PARENT:

COMMUNITY:

EVALUATION: Students can prioritize time effectively.

4.19a ATTACHMENT

SELF - RELATIONSHIPS - CAREER/SCHOOL

Identify three activities you are currently doing or participating in each of three sectors:

SELF, RELATIONSHIPS, CAREER/SCHOOL

SELF
CAREER/
SCHOOL
RELATIONSHIPS

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4.19b ATTACHMENT

WELLNESS CHART

	ALWAYS	OFTEN	SOMETIMES	NEVER
Three good meals a day				
7-8 hours sleep each night				
Exercise 3-4 times weekly				
Spend 1 hour on fun daily				
Take regular breaks				
Think positively about life				

4.19c ATTACHMENT

HOW DO I MANAGE MY TIME AND EFFORTS?

In Column One, put a **1** beside those items that must be done; a **2** beside those you would like to do if there is time; a **3** beside those tasks you would undertake only if all your 1s and 2s were done; and a **4** next to those items you do not consider important enough to do.

In column 2, put a checkmark next to those tasks that could be delegated to someone else.

In column 3, put a **C** beside those items that are career/school related; an **R** beside those that are relationships; and an **S** next to self-related tasks. Do you have a mixture of C, S, and R items that received 1s in Column 1 (very important items that must be done)?

Adapted from More Choices: A strategic Planning Guide for Mixing Career and Family, Mindy Bingham and Sandy Stryker

	1	2	3
TASKS			
GO TO WORK			
SPEND TIME WITH FAMILY			
SPEND TIME WITH BOY/GIRL FRIEND			
HOUSE CHORES			
READ			
WATCH TV			
EAT BREAKFAST			
EXERCISE			
SEE FRIENDS			
GO TO PARTIES			
SCHOOL			
SLEEP			
DO VOLUNTEER WORK			
TAKE A VACATION			
SPORTS			
ORGANIZATION/CLUBS			
TELEPHONE CALLS			
SCHOOL PROJECTS			
INTERNET SURFING			

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.01 Apply decision-making skills to career planning, course selection, and career transitions.

GRADE: 9-12

OUTLINE: This lesson can be used with parent information sessions and with students preparing for graduation.

STRATEGIES/ACTIVITIES

TEACHER:

COUNSELOR: Provide parents information related to educational success.

1. Encourage students to ask other people about their jobs, but emphasize that it's information that's sought – not firm advice. If the student seems especially interested, perhaps the friend can arrange a worksite visit.
2. Take your students on field trips to factories, offices and other places of work.
3. Help your students explore leisure-time activities that are productive and useful. Hobbies can lead to a career, but more important, such activities can help each student see himself or herself as one who can accomplish something.
4. Help your student see that one does not go to school simply to go to school, but such subjects as reading, mathematics, and communications are used in almost all occupations.
5. Encourage your students to engage in part-time work outside the home with or without pay. It can prove valuable in exploring career interests and discovering the sense of accomplishment and pride that can come from work.
6. Encourage your students to make use of career resources at school and to discuss career plans with the school counselor, COC and teachers.
7. After such visits, talk with your students about what they learned. Feel free to say what you think. Help your students recognize there's a variety of kinds of post-high school educational opportunities such as: the armed forces, trade and technical schools, community colleges and universities.
8. Remember, career decision-making is a process, not an event that occurs at a given time. Your students' careers will be influenced by many experiences beginning with the preschool years and continuing through ife.
9. Encourage your students to join an Explorer Post. Many local businesses sponsor Explorer Posts that offer students many opportunities for exploring careers during high school.

PARENT: See Counselor Activity.

COMMUNITY:

EVALUATION; Students use a variety of exploration and work based activities in the career planning process.

Adapted from Ohio School Counselor Association
Public Relations Project, ASCA Resource Kit

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING
CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.02 Identify personal skills, interests, and abilities and relate them to current career choices.

GRADE: 9-12

OUTLINE: Students identify employability skills, positive characteristics.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR: Counselor asks students to complete this activity:

- Using your best personality qualities, create an advertisement that would make an employer want to employ you. Do in a unique manner of your choice.
- Present advertisements or commercials to the group.
- Verbalize the advantages of getting other people to see and recognize their best personality qualities.

PARENT:

COMMUNITY:

EVALUATION: Students can identify positive characteristics in oneself that employers seek.

ASCA Resource Kit, SELF CONCEPT/SELF AWARENESS,
Myrtle Malone, Memphis, Tennessee

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.03 Demonstrate knowledge of the career planning process.

GRADE: 9-12

OUTLINE: Students discuss steps in the career planning process.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: Share the information contained in "Charting Career Transitions". Talk with students about the steps of Career Planning Model by using a transparency on "Charting Career Transitions".

PARENT:

COMMUNITY:

EVALUATION: Students understand the benefit of using a career planning strategy.

5.03 ATTACHMENT

CHARTING CAREER TRANSITIONS

For today's college student choosing a career path is becoming more and more complex. No longer can we assume that a college student is 18-22 years of age. No longer can we assume that the student will attend college full-time for four consecutive years, graduate, and enter a lifetime career – never again to recycle his/her academic studies or career direction. No longer can we assume that Mom and Dad are paying the bills and that Son/Daughter does not have to work a series of part-time jobs while carrying a full load of course work. No longer can we assume that the chosen career will even exist when the student reaches retirement!

All of these factors color the way in which we provide career planning and placement services now and in the future. The reality that we often are counseling older, part-time, work experienced students calls for adjustments in traditional career planning and career development approaches. The model "Charting Career Transitions" outlines one method of identifying steps for students who are entering or progressing through college and perhaps changing career directions at the same time.

First, past experiences and/or the student's current occupation need to be examined for the skills and interests already exhibited by the person. Skills, interests and values are not longer abstract commodities for these experienced individuals. Moving into the Exploration and Transition phase, self-assessment continues with further exploration of interests, abilities and lifestyle preferences or requirements. Thankfully, many new – and enjoyable – methods of facilitating self-assessment are available to college counselors, especially computerized counseling and guidance systems like DISCOVER, SIGI, Career Navigator, GIS and others.

Likewise, exploration of career options has been eased through computerization. A student can now research careers, labor market projections, academic requirements, and salary ranges on the same kinds of computerized counseling and guidance systems. However, the need for on-site exploration (informational interviews, shadowing, etc.) can never be replaced by written or computerized information. Only persons who are currently working in particular occupations can provide the most up-to-date information about the realities of career paths and the expected directions of the future.

The explorations of self and of career options will lead a student to consider any of the three directions: renewing or reentering his/her initial career choice, entering or continuing college academic course work or training programs, or transferring the skills and experience from the original career into the new career. Career counselors must be equipped and ready to provide the appropriate kinds of information at each juncture.

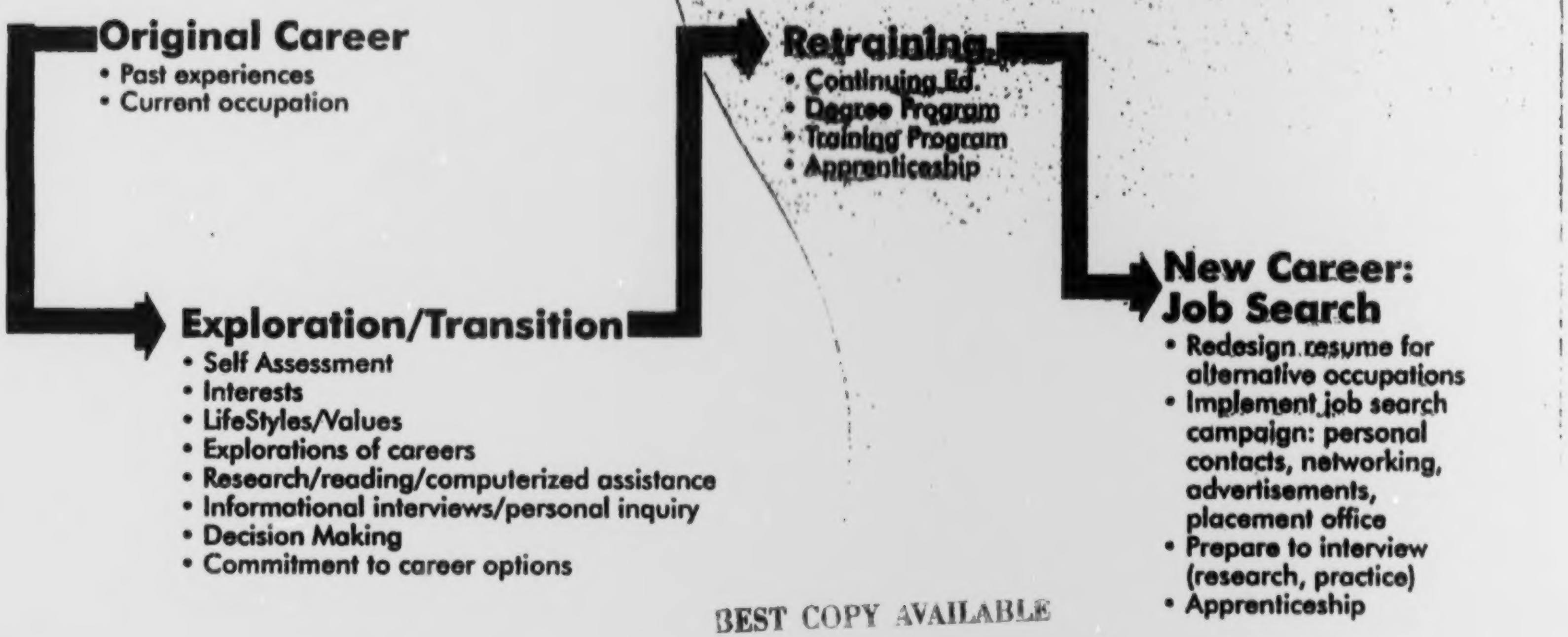
And in the realities of the future, it is very likely that students will circle through this process several times! Individuals retiring from one profession and considering a new one will need to go through the same process, with perhaps different issues and lifestyle considerations to examine. A model like "Charting Career Transitions" can adapt to fit the career planning needs of many different populations of college students or past graduates and can provide a visual reminder of the "next steps" to pursue in the process.

B.J. Bryant, Director Educational Career Services, Ohio State University

Continued

5.03 ATTACHMENT

CHARTING CAREER TRANSITIONS Continued



ORIGINAL CAREER FIELD

NEW CAREER FIELD

Original Career

- Past experiences
- Current occupation

Exploration/Transition

- Self Assessment
- Interests
- LifeStyles/Values
- Explorations of careers
- Research/reading/computerized assistance
- Informational interviews/personal inquiry
- Decision Making
- Commitment to career options

Retraining

- Continuing Ed.
- Degree Program
- Training Program
- Apprenticeship

New Career: Job Search

- Redesign resume for alternative occupations
- Implement job search campaign: personal contacts, networking, advertisements, placement office
- Prepare to interview (research, practice)
- Apprenticeship

BEST COPY AVAILABLE

Barbara J. Bryant, Ohio State University Thomas E. Davis, Ohio University ASCA Resource Kit

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.04 Indicate the various ways which occupations can be classified.

GRADE: 9-12

OUTLINE: Counselor explains Career Clusters using the following handouts.

STRATEGIES/ACTIVITIES

TEACHER:

COUNSELOR: Students will complete interest inventories.

Examples:

- CAI
- EXPAN Career Search
- SDS
- SOICC – Career Assessment Guide

PARENT:

COMMUNITY:

EVALUATION: Students are able to use career inventories in the planning process.

5.04a ATTACHMENT

EXPLANATION OF HOLLAND'S CATEGORIES

Holland's categories are used for Interest Inventory Interpretation. There are six categories, and all jobs fall into one of these areas of personality types. Following is an explanation of each type so you will better understand the breakdowns. Which personality type do you think you are?

1.The **REALISTIC** person deals with his/her environment in an objective, concrete and physically manipulative manner. He/she avoids goals and tasks that demand subjectivity, intellectual or artistic expressions, or social abilities. He/she is described as unsociable, emotionally stable, materialistic. He/she prefers agricultural, technical, skilled trade, and engineering vocations. He/she likes activities that involve motor skills, things and structure, such as athletics, scouting, crafts, shop work, etc. He/she avoids supervisory and leadership roles, social situations in which he would be the center of attention, and intellectual or verbal tasks that require abstract thinking. He/she has a single outlook, more mathematical than verbal ability, and the operation of machines, tools and vehicles increases his/her sense of well being and power.

2.The **INVESTIGATIVE** person deals with his/her environment by the use of intelligence; he/she manipulates ideas, words and symbols. He/she prefers scientific vocations, theoretical tasks, reading, collecting, algebra, foreign languages, and such creative activities as art, music and sculpture. He/she avoids social situations and sees himself as unsociable, persistent, scholarly, and introverted. He/she achieves primarily in academic and scientific areas and usually does poorly as a leader. He/she has a complex outlook and scores high in both verbal and mathematical aptitudes. The intellectual person is more scholarly, original, independent, and self-confident, but less practical, emotionally stable and conventional than the realistic person.

3.The **SOCIAL** person handles his/her environment by using his/her skills in handling and dealing with others. He/she is typified by his/her social skills and his/her need for social interaction. He/she prefers educational, therapeutic and religious vocations, and such activities as church, government, community service, music, reading, dramatics, etc. He/she sees himself/herself to be a leader, good speaker, popular and aggressive. He/she tends to have high verbal and low mathematical aptitude. He/she has much concern for human welfare and for helping dependent individuals.

4.The **CONVENTIONAL** person deals with his environment by choosing goals and activities that carry social approval. His/her approach to problems is stereotyped, correct, and unoriginal. He/she creates a good impression by being neat, sociable, conservative. He/she prefers clerical and computational tasks, identified with business people, and puts a high value on economic matters. He/she sees himself/herself as shrewd, dominant, controlled, rigid, and stable. He/she has more mathematical than verbal aptitude. He/she reduces stress by social conformity and by ingratiating himself/herself with others. He/she differs from the social person by possessing grater self-control and by being more hardheaded and less dominant and nurturent.

5.The **ENTERPRISING** person copes with his/her environment by choices which permit him/her to express adventurous, dominant, enthusiastic, and impulsive qualities. He/she is characterized as persuasive, verbal, extraverted, self-accepting, self-confident, aggressive, and exhibitionist. He/she prefers sales, supervisory, and leadership vocations and activities which satisfy his/her need for dominance, verbal expression, recognition and power. He/she likes athletics, dramatics, public speaking, interviewing. He/she dislikes confining, manual, non-social activities. He/she sees himself/herself as dominant, sociable, cheerful, adventurous, impulsive, and emotionally stable. He/she asserts himself/herself by struggling for power, developing athletic abilities, acquiring possessions and exploiting others. He/she differs from the conventional person by being more sociable, aggressive, dominant, original, and adventurous and less responsible, dependent, and conservative.

6.The **ARTISTIC** person deals with his/her environment by creating art forms and products. He/she relies upon his/her subjective impressions and fantasies in seeking solutions to problems. He/she prefers musical, artistic, literary, and dramatic vocations, and activities which are creative in nature. He/she dislikes masculine activities and roles such as auto repair and athletics. He/she sees himself/herself as unsociable, submissive, introspective, sensitive, impulsive, and flexible. He/she is usually more original than the members of any other group and has higher verbal aptitude than mathematical.

5.04b ATTACHMENT

EXPLANATION OF HOLLAND'S CATEGORIES *Continued*

Category Characteristics

REALISTIC TYPE
Robust, rugged, practical, physically strong
Uncomfortable in social settings
Good motor coordination
Weak verbal and interpersonal skills
See themselves as mechanically & athletically inclined
Stable, natural, persistent
Prefer concrete to abstract problems
Have conventional political economic goals
Rarely perform creatively in the arts or science
Like to build things with tools
Like to work outdoors
Cool to radical new ideas
Like to work with big, powerful machines
Buy boats, campers, snowmobiles motorcycles

SOCIAL TYPE
Sociable, responsible, humanistic, religious
Like to work in groups
Have verbal and interpersonal skills
Avoid both intellectual problem solving and physical exertion
Enjoy curing, training, developing, or enlightening others
Understanding, helpful, idealistic
Dislike working with machines or in highly structure situations
Like to discuss philosophic questions
Concerned with welfare of others
Cooperative, friendly, generous
Attend lots of workshops, other group experiences

CONVENTIONAL TYPE
Prefer well-ordered environments
Like systematic verbal and numerical activities
Avoid ambiguous situations and problems involving interpersonal relationships
Conscientious, efficient, practical
Identify with power
Value material possessions and status
Orderly, persistent, calm
Averse to free, unsystematic, exploratory behavior in new areas
Do not seek out leadership
Stable, well-controlled, dependable
Most effective at well-defined tasks
Save their money or buy conservative things (furniture, houses)

INVESTIGATIVE TYPE
Scientific orientation
Task-oriented, all wrapped up in their work
Introspective and asocial
Think through rather than act out problems
Strong need to understand the world
Enjoy ambiguous tasks
Prefer to work independently
Have unconventional attitudes
See themselves as lacking in leadership skills
Confident of their intellectual abilities
Analytical, curious, reserved, independent
Great dislike for repetitive activities
Buy telescopes, calculator, electronic equipment

ARTISTIC TYPE
Like art, music, drama, other creative interests
Prefer free, unstructured situations
Impulsive, non-conforming, independent
Averse to rules
Deal with problems through self-expression in art
Value beauty and esthetic qualities
Expressive, original, intuitive
Like to work in free environments
Like small, intimate groups
Willing to take risks to try something new
Dress in freer styles than other people
Have need for individualistic expression
Not assertive about own capabilities
Sensitive and emotional
Spend money on art objects, books, records painting

ENTERPRISING TYPE
Good verbal skills, persuasive
Strong leaders
Avoid work involving long periods of intellectual effort
Strong drive to attain organizational goals
Concerned with power, status, & leadership
Aggressive, popular, self-confident, sociable
High energy level
Adventuresome, ambitious
Enjoy making things happen
Value money and material possessions
Dislike science and systematic thinking
Buy big cars, nice clothes, country club memberships

LESSONS

CURRICULUM AREA — SCHOOL COUNSELING
CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Use research and information resources to obtain career information.

GRADE: 9-12

OUTLINE: School-to-Work Internet Resources. The following is a list of home pages that may be of interest to students, parents, educators, employers, and others involved in school-to-work activities. The list is by no means comprehensive, so make sure to add your favorite web sites to the list!

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR:

National STW homepage
www.stw.ed.gov: National STW - Homepage with many excellent links to other states, organizations, etc. Also has current reports, projects and information related to school-to-work.

Career Exploration
www2.ncsu.edu/unity/lockers/users/l/lkj: - Access to career information.
www.careerexplorer.com: - Access to career library, student guides and more.
www.eweb.com: - Source for career-related topics.
www.careermosaic.com: - Source for career-related topics.
www.cec.sped.org: - Special education.

North Carolina Links
www.joblink.state.nc.us: - NC JobLink One Stop Career Centers.
www.mfglinks.org: - National Skill Standards project in which NC is a participant.
www.soicc.state.nc.us/soicc: - NC state Occupational Coordinating Committee.
www.ncpublicschools.org: - NC Department of Public Instruction.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Use research and information resources to obtain career information.

GRADE: 9-12

Continued

National Organizations and Resources
www.bellsouth.net/k-12: BellSouth integrated curriculum information.
www.nelc.org: National Employer Leadership Council.
www.jobcorps.org: Job Corps.
www.ajb.dni.us: America's Job Bank.
www.acteonline.org: Association of Career and Technical Education
www.nab.com: National Alliance of Business.
www.cord.org: CORD – Center for Occupational Research and Development.
www.thomson.com/rcenters/stc/default.html: School-to-Careers page with many helpful links.

Data and Search Engines
www.noicc.gov: - National Occupational Information Coordinating Committee.
www.bls.gov: - Bureau of Labor Statistics
ericir.sunsite.syr.edu: - Educational Resources Information Center (national search database).
www.education-world.com: - Education Search Engine.

PARENT:

COMMUNITY:

EVALUATION: Students are able to access educational and career planning websites and are knowledgeable about their use.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.06 Use the Internet to access career planning information.

GRADE: 9-12

OUTLINE: Students are introduced to state sponsored career development websites.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: You will want to use the internet whether you are a job seeker, career changer or a career explorer because...

- There are hundreds of jobs listed that may not be listed elsewhere.
- It increases your "network" of people willing to give you leads and advises you in your job search.
- You can send your resume electronically to save time and postage.
- You can research potential employers and companies to be better prepared for interviews.
- You can get caeer information and career planning tips.

This list of state sites will give you a starting point. Additional state, national and other career-related sites are available in the Career Choices User's Guide and on the SOICC Home Page.

CAREER INFORMATION:
SOICC
www.soicc.state.nc.us/soicc/ - Daily "Career News," career information, career planning, SOICC products and workshops.

CAREER NAVIGATOR:
www.exd.state.nc.us - Access to range of employment resources (e.g., day care, transportation, housing), employer and job listing, etc.

NC Career Explorer:
http://tour.bridges.com/ - Subscription service through NC SOICC, to career development library of articles, interviews, information and array of services.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.06 Learn to use the Internet to access career planning information.

GRADE: 9-12

Continued

JOB INFORMATION:
Employment Security Commission:
www.esc.state.nc.us - Access to state job listings and applications, and to state and national Job Bank and Talent Bank; labor market information.

Department of Commerce:
www.commerce.state.nc.us - Information about business climate, sports, development, links to economic development associations and chambers of commerce.

EDUCATION & TRAINING SITES
Department of Public Instruction:
www.dpi.state.nc.us - Public schools Info net offers system information, school calendar, publications, classroom resources, information for students and parents.

Community College System:
http/bull.ncdcc.cc.nc.us - Access to individual colleges; (and jobs available at colleges); system information, publications.

University of North Carolina:
www.ga.unc.edu/ - Access to UNC campuses and virtual campus tours, prospective student information, publications, system information.

Association of Independent Colleges and Universities:
www.nccihe.org/ - Access to private colleges and association information.

Department of Labor:
www.dol.state.nc.us/DOL/ - General Information; or information about apprenticeships: www.doleta.gov/bat/

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.06 Learn to use the Internet to access career planning information.

GRADE: 9-12

Continued

Job Ready:
www.jobready.state.nc.us/ - Information about state school-to-work initiative; "things to do"; news.

State Education Assistance Authority:
www.ncseaa.edu - Access financial aid information, under resource "Student Financial Aid for North Carolinians."

JOB ASSISTANCE SERVICES
Job Link (State One-Stop Initiative)
www.joblink.state.nc.us/ - Information about collaborative state agency services offered at Job Link Centers; links to local sites.For information and services, call or visit your local Job Link Center or these partner agency offices in your area (and look for links on their home pages).

Division of Employment and Training:
www.jtpa.state.nc.us/ - JTPA provides counseling, job training and education for dislocated workers and economically disadvantaged individuals.

Divison of Vocational Rehabilitation Services DVR provides evaluations, counseling and education and training services to assist persons with mental and/or physical disabilities into full-time employment.

Division of Social Services, Work First: Work First provides job readiness and job search assistance to move adults seeking public assistance immediately into full-time employment.

Employment Security Commission: ESC provides job information, job placement assistance and unemployment services to all North Carolinians.

PARENT:

COMMUNITY:

EVALUATION: Students can effectively access and use educational planning internet websites.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.07 Describe traditional and non-traditional occupations and how these relate to career choice.

GRADE: 9-12

OUTLINE: Counselor explains the changing roles of women and minorities.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR:Handout - "The Changing Roles of Men and Women." The connotation and denotation of traditional career pathways is explored with the students.

PARENT:

COMMUNITY:

EVALUATION: Students are able to list several traditional and non-traditional careers in which they are interested in exploring further.

5.07 ATTACHMENT

THE CHANGING ROLES OF MEN AND WOMEN

CONNOTATION/DENOTATION

Many people feel that some of our English words are unfair to women. These people feel that some words in our language discriminate against women.

Read the following puzzle – can you figure it out?

A man and his son are driving home from a football game. There is a fatal accident. The man dies and the son is rushed to the hospital. The surgeon enters the operating room and begins working on the boy. The surgeon looks at the boy's face and exclaims, "Oh, no! It's my son!"

How can this be? Stumped? If your thinking cap is not on securely, this one could be a problem. Before the brain teaser is answered, a point is to be made.

If you are similar to most other people you may automatically think of men being surgeons, lawyers or truck drivers. Traditionally men have filled these positions. However, the tables are turning and an ever increasing number of women are filling these positions. As you have undoubtedly guessed, the surgeon in the brain teaser was the injured boy's mother.

The teaser is one example of showing that many English words have male connotations (implied meanings). Not only do many words have male connotations, but they have also left women out or even put them down. For example, read the items below:

1. The leader of a group is traditionally called a chairman – what if the leader is female?
2. The electrician who comes to fix a blown fuse is a repairman. What if it were a female electrician?
3. "He," "him," "his" are usually used to indicate all people (men and women). "Everyone should correct his own paper," is an example.

In recent years, many women's organizations have been working to change these connotations but there are so many such words that it is a long process. One of the biggest areas of concern regarding word connotations is the use of terms that describe women according to occupations. There are countless examples of occupations-related words such as: businessman, policeman, groceryman, repairman, mailman. If you describe a man with a full time job as a businessman, what might you call a woman with the same position? For many years a woman in this position has been known as a career girl. However, at this point in time, many women's groups feel the use of the word "girl" lessens the work importance of a woman. Therefore, these groups are striving to coin new words which will describe both men and women in the sam position. So, "businessman" becomes "businessperson." "Repairman" is now "repairperson".

Continued

5.07 ATTACHMENT

THE CHANGING ROLES OF MEN AND WOMEN Continued

Listed below you will find more terms that discriminate against one sex or the other. First, see how many similar words you can add to the list. Secondly, see how many new terms you can think of which could apply to either a man or a woman.

Old Term	New Term	Old Term	New Term
1.tomboy	1. ____________	17.statesman	17. ____________
2.frogman	2. ____________	18.clergyman	18. ____________
3.manager	3. ____________	19.garbageman	19. ____________
4.mermaid	4. ____________	20.maid	20. ____________
5.snowman	5. ____________	21.weatherman	21. ____________
6.manhole	6. ____________	22.doorman	22. ____________
7.congressman	7. ____________	23.housewife	23. ____________
8.busboy	8. ____________	24.watchman	24. ____________
9.handyman	9. ____________	25.sportsman	25. ____________
10.policeman	10. ____________	26.manmade	26. ____________
11.fireman	11. ____________	27.mankind	27. ____________
12.office boy	12. ____________	28.nursemaid	28. ____________
13.milkman	13. ____________	29.serviceman	29. ____________
14.fisherman	14. ____________	30.statesman	30. ____________
15.countryman	15. ____________	31.alderman	31. ____________
16.nobleman	16. ____________	32.space man	32. ____________

Changing Roles of Women and Minorities
Student Booklet, Arland Benson, Linda Carlson, and Judy Larsen

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.08 Understand how changing economic and societal needs influence employment trends and future training.

GRADE: 9-12

OUTLINE: Students use economic forcasting trends in career planning.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR:

- Counselor will have students fill in the pie chart with their estimations of the percentages first.
- Counselor will give realistic figures.
- Students will brainstorm why how these percentages have changed since 1950 and how they will change by the year 2050.

PARENT:

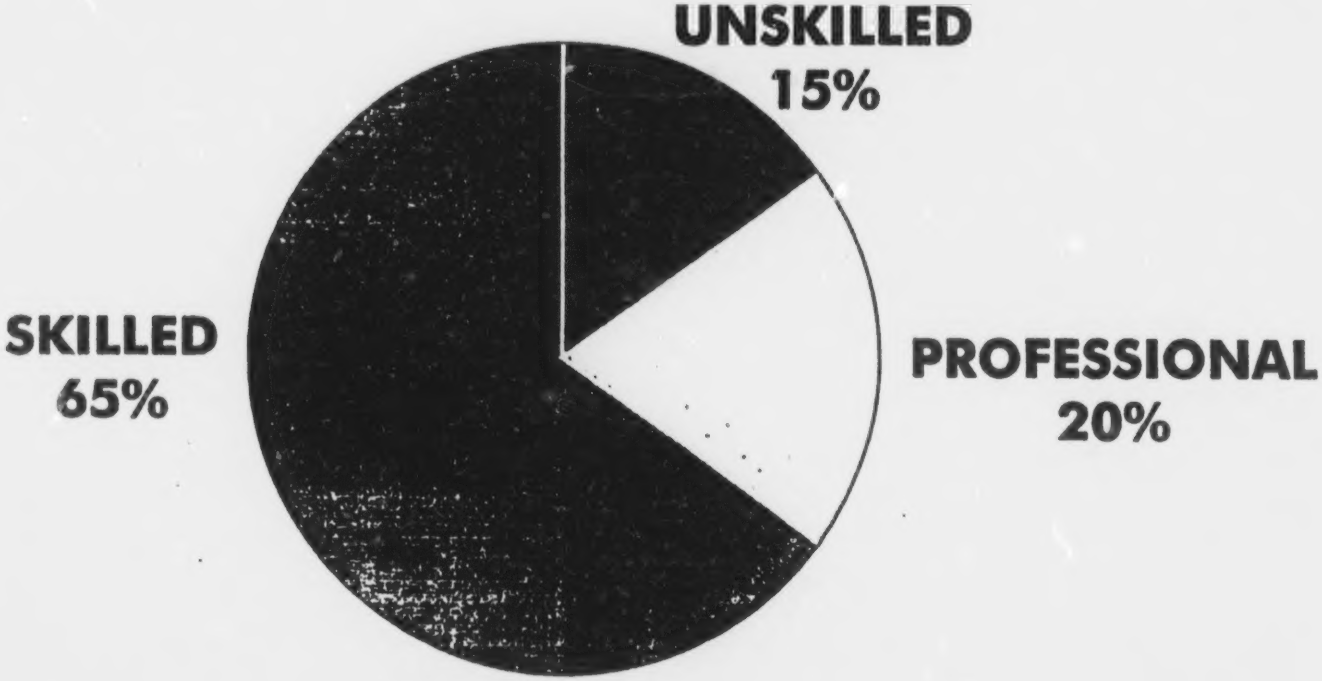
COMMUNITY:

EVALUATION: Students are able to identify several key economic trends and their impact on future career opportunities.

5.08 ATTACHMENT

CHANGING LABOR DEMANDS

In North Carolina, as nationally, there will be an increased demand for skilled workers and workers who have completed education beyond the high school level. Between 1992 and 2005, jobs requiring education after high school will grow faster than those requiring only high school. (Department of Labor statistics)



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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.08 Understand how changing economic and societal needs influence employment trends and future training.

GRADE: 9 or 11

OUTLINE: Students in history class prepare a report on the jobs and careers of at least three generations of their families. They identify the skills those jobs required and how the jobs have changed over the years.

ACTIVITIES/STRATEGIES:

TEACHER: Serves as resource for pointing students in helpful directions.

COUNSELOR: Serves as facilitator and resource by offering materials in the career center and/or computers in the counseling suite to use in the preparation of the report.

PARENT: Offers to be interviewed about his/her job and to serve as a primary source.

COMMUNITY PEOPLE: Other family members also contribute their perceptions and experiences to the interview/report process.

EVALUATION: Peers listen to report and ask questions based on their experiences with their reports as well as to satisfy their inquisitiveness.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.09 Demonstrate awareness of the education and training needed to achieve career goals.

GRADE: 9-10

OUTLINE: Students interview high school graduates about what they are doing, what they would do differently if they would return to high school, and what advice they would give to current students.

STRATEGIES/ACTIVITIES:

TEACHER: Teaches interviewing skills and serves as a resource.

COUNSELOR: Assists students in locating certain graduates; offers facilitative advice.

PARENT: Encourages student to conduct thorough interviews; coaches.

COMMUNITY: Interviewees come from the community and participate as partners in the career and educational exploration being conducted through the interviews.

EVALUATION

- Students share with the class what they learned in researching and writing the paper.
- Students are interviewed in a tutorial situation.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA, pp. 14-15.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.09 Demonstrate awareness of the education and training needed to achieve career goals.

GRADE: 11

OUTLINE: Types of education and training needed to achieve career goals are reviewed. Use the handout "Kinds of colleges" as an information session for students.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR:

PARENT:

COMMUNITY:

EVALUATION: Students can identify the educational requirements of three careers which they have interest in.

5.09 ATTACHMENT

KINDS OF COLLEGES

Business College/School: Business colleges/schools fall into two categories: those which specialize either in business administration or in a two-year secretarial course with supplementary liberal arts courses or other institutions which offer only business or secretarial courses and may or may not be regionally accredited.

College: An institution that offers educational instruction beyond the high school level in two-year or four-year programs.

Community College: Two-year public institutions of higher learning which provide workforce preparation and academic curricula, terminal and transfer.
- **Terminal:** An academic program that is complete in itself. A student who finishes it may not apply to a four-year college for further study without completing additional course requirements.
- **Transfer:** Academic program that is designed to lead into a four-year course at another college or university.

Engineering or Technological College: Independent professional school, which provides four-year training programs in the fields of engineering and the physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.

Graduate School: University, offering masters, doctoral, or professional degrees after the completion of a bachelor's degree.

Junior College: Two-year institution which offers programs similar to those offered in the community colleges as well as one-year certificates in certain trade and technical skills.

Land Grant Institution: Public college or institution for which the government granted or gave the land.

Liberal Arts College: A four-year institution which emphasizes a program of broad undergraduate education. Pre-professional or professional training may be available but is not stressed.

Military School: Federal military academies prepare officers for the Army, Navy, Marines, Air Force, and Coast Guard. These institutions (West Point, Annapolis, and the Air Force and Coast Guard Academies) require recommendation and appointment by members of Congress. Private and state-supported military institutes, however, operate on a college application basis. All offer degree programs in engineering and technology with concentrations in various aspects of military science.

Nursing School: There are three kinds of nursing schools. At schools affiliated with hospitals, students receive R.N degrees upon completion of their training. At schools affiliated with four-year colleges, students receive both B.S. and R.N. degrees and have potential for entering the field of nursing administration. Other schools offer Licensed Practical Nursing Programs of at least one year's duration.

Proprietary School: A privately owned institution which offers vocational programs such as business, cosmetology, or automotive training.

Technical School: A two-year institution which offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering and the physical sciences. These schools may also offer one-year certificate programs in certain crafts and clerical skills.

University: An academic institution which grants undergraduate and graduate degrees in a variety of fields and which supports at least two degree-granting professional schools that are not exclusively technological, such as medicine, journalism, or agriculture. It is composed of a number of schools or colleges, each of which encompasses a general field of study.

Adapted from College Counseling from A to Z, Pamela Kloeppel, Ed.D.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.10 Assess and modify their educational plan to support career goals.

GRADE: 9-12

OUTLINE: Students have opportunity to learn about high school requirements for graduation.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR:
Activity:

1. Explain credit system and course requirements needed for high school graduation.
2. Explain and have students fill in by grade those courses which are required.
3. Have students select the elective courses they would like to take for each grade level.
4. Have students identify and list the extracurricular activities in which they would like to participate. Include all organizations, sports, musical groups and honor societies.

PARENT:

COMMUNITY:

EVALUATION: Students have identified and selected all required courses, electives and extracurricular activities that will meet graduation requirements and their individual goals.

5.10 ATTACHMENT

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is: ______________________________

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that certain courses must be taken in order to graduate.)

9th		10th	
1s	2s	1s	2s
Total Credits ______		Total Credits ______	

Total credits for grades 9-12: ______________________________

To graduate, a student must accumulate ________ semester credits between 9th and 12 grades. This number must include __________ in English, ________ in history or social studies. __________ in physical education, ____________ in math, and __________ in science. If there are others, explain:

____

____

____

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction

OBJECTIVE: 005.10 Assess and modify education plan to support career goals.

GRADE: 9

OUTLINE: Student prepares his/her individual six-year career map using high school course descriptions in the Career Pathways as well as information from at least two post secondary catalogs—one from a 2-year school and the other from a 4-year institution. Student analyzes course offerings, prerequisites, foci, and duration of program areas. Student determines which courses to pursue in order to finish with degree [or certification] in his/her career area. The goal becomes for the student to determine whether she/he needs the preparations of two-year or four-year post-secondary schools.

STRATEGIES/ACTIVITIES

TEACHER: Teaches analysis and research skills.

COUNSELOR: Shares 6-year map models with students; provides materials such as catalogs and course selection guides; stresses importance of planning and setting goals.

PARENT: Discusses family issues about educational preparation; reflects observations about the student's strengths, interests, commitment.

COMMUNITY: Assist by offering personal experiences or by serving as mentors for students interested in pursuing the community people's career choices.

EVALUATION

- Student has 6-year map, based on his/her interests.
- If and when she/he changes his/her minds, he creates another 6-year map that is congruent with his current career and educational interests.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.11 Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.

GRADE: 9-12

OUTLINE: Students participate in various work-based opportunities.

Option A—Arrange for **twelfth grade** students in vocational classes to spend 80 hours in structured work-based learning related to their technical majors. Make sure a trained worksite mentor oversees the learning experience. Have each student work with a mentor to develop a worksite plan.

Option B—Arrange for **eleventh grade** students to work 40 hours of work-based learning in their major fields during eleventh grade or to work in their major fields during the summer before twelfth grade.

Option C—Arrange for **tenth grade** students to work two days at a worksite related to their career interests.

Option D—Arrange for **ninth grade** students to hear a range of guest speakers whose careers involve all career clusters. Also, help ninth graders find appropriate site to jobshadow for a least one-half day in areas of career interest. Show videotapes such as ***Enter Here*** to help students grasp the requirements for certain careers. Assign special projects to research career interests. Resources such as ***North Carolina Career Explorer***, an internet subscription service purchased through SOICC, can be accessed at school or at home.

STRATEGIES/ACTIVITIES

TEACHERS, COUNSELORS, PARENTS, AND COMMUNITY: Work as partners to provide these experiences for students.

Trained Mentor: Guide each student in his/her work-based experiences and as he /she develops a worksite plan.

EVALUATION
- Students share with their peers the information they learned in their work-based experiences.
- Students interviewed in a tutorial situation.
- Students submit a journal containing their reflections and observations while on-site.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY **005.00 Students will employ strategies to achieve future career success and satisfaction.**

OBJECTIVE: 005.12 Select coursework that is related to career interests

GRADE: 10

OUTLINE: Arrange for **tenth grade** students to investigate technical, academic, or fine arts majors for an in depth study in grades 11 and 12. The investigation would result in a paper stating why a particular major is a good choice for the student.

STRATEGIES/ACTIVITIES

TEACHER: Facilitate and teach the method for research and writing the paper.

COUNSELOR: Provide online resources, names of contact people in the field, and other materials; provide registration materials that concur with career clusters; counsel students as to best course choices for his/her career interests.

COMMUNITY: Agree to be interviewed or to go to the classroom as a guest speaker; provide information about particular business sites/opportunities. Communicate the high school courses they took [or wish they could have taken] which helped with career planning and understanding.

EVALUATION

- Paper is evaluated/graded by the assigning teacher as well as by a community resource person working in a congruent career area.
- Student compares his/her course selections with the suggested courses in the model four [or six] year plans.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY **005.00 Students will employ strategies to achieve future career success and satisfaction.**

OBJECTIVE: 005.13 Maintain a career planning portfolio.

GRADE: 9

OUTLINE: Students in ninth grade begin an electronic portfolio, using an internet subscription service such as North Carolina Career Explorer, CD's, or disks. Each year they update their transcripts, 4-year academic plans, awards and honors, and work experience. They scan into the portfolio copies of their academic performances such as papers and pictures of projects. Students take their portfolio copies with them upon graduation.

STRATEGIES/ACTIVITIES

TEACHER: Introduce the portfolio format and give ninth grade students permission to manage their own portfolios--either through use of on-site or home computers. Require students to bring copies of their portfolio contents at least twice per year so that progress can be determined. Work with teachers at the next grade level to assure the continuation of the portfolio and to determine which foci to use at each grade level.

COUNSELOR: Assist ninth grade teachers by sharing a list of resources in the counseling center; team teach the format of the portfolio with the ninth grade teachers and with any other teachers who request assistance; facilitate the process by helping students determine resources and by discussing contents with parents when the career/educational conference occurs annually.

PARENT: Take an interest in your student's portfolio; help him/her with decisions about information to include; encourage him to meet deadlines for submission and to update the contents as she/he matures as a student.

EVALUATION
- Grades during high school years are based on meeting deadlines and including required content.
- Final portfolios are judged by panel of business people and post secondary educators as to valid content, aesthetics, and organization [or other stated components].

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.01 Compare the relationship between educational achievement and career success.

GRADE: 9-12

OUTLINE: Students interview adults they admire about the role of high school in a successful career. Adults advise students about the steps to take if a student wants to follow in the adult's footsteps.

STRATEGIES/ACTIVITIES

TEACHER: Makes the assignment; teaches interview and research skills.

COUNSELOR: Facilitates by suggesting people who the students can interview; helps students to determine the questions to ask; offers the resources of the counseling office.

PARENT: Shares his/her experiences; suggests friends and acquaintances who are successful in the field that the student wants to pursue; does not push his/her personal career choices—unless asked.

COMMUNITY: Respond positively if asked to be interviewed; suggest friends and acquaintances for student to interview if further information is necessary.

EVALUATION:
- Audio cassette of interview.
- Written summary of interview with student's conclusions.
- Oral report to peers.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15.
SCANS, U.S. Department of Labor and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.02 Explain how work can help to achieve personal success and satisfaction

GRADE: 9-12

OUTLINE: Convene a panel of business people, educators, professionals, entertainers who have earned success and demonstrated their satisfaction in their work. After brief statements relevant to their career success and satisfaction, panelists will urge students with congruent interests to accompany them into a break out session where students might ask questions and engage in discussion with the panelists.

STRATEGIES/ACTIVITIES:

TEACHER: Help to recruit the panelists; teach students the etiquette required for such an occasion; assist with appropriate questions; teach note taking.

COUNSELOR: Help to recruit the panelists; offer resources in the counseling office for follow-up research; discuss related fields with students or suggest business people to contact with follow up questions.

PARENT: Volunteer to be a panelist if you have experienced professional success and satisfaction; urge your student to prepare for the panel by doing out of class research; attend the panel session if invited to be present.

COMMUNITY: Accept the invitation to be a panelist; prepare to deliver an interesting and succinct introduction; be willing to accept that students might not understand what you do and that you might have to offer detailed explanations; think about examples of success and satisfaction that mark your career.

EVALUATION:

- Break out groups reflect what they have learned within small groups of six-to-eight people.
- Small groups cooperatively determine a work-based project to pursue—such as a job shadowing day so that they can observe the presenter in his work environment.
- Small groups report to the break out session audience as well as to their peers in follow-up classroom sessions.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.03 Indicate how personal preferences and interests that influence career choices and success.

GRADE: 9-12

OUTLINE: Student will take an interest inventory such as the Holland Self-Directed Search [or any other accessible one]. The assessment following the inventory will indicate career areas to research, based on the student's profile.

STRATEGIES/ACTIVITIES

TEACHER: Work with counselor to select the most nearly appropriate assessment tool for the students involved; assist in the assessment session(s) by answering questions and keeping students on-task; use the assessment information for in-class discussions and further use.

COUNSELOR: Explain assessment procedures and administer assessment; interpret results and double-check to be certain that students complied to the assessment instructions; record the profile in the student's records so that future counseling sessions can use the profile information.

PARENT: Request that his/her student be assessed and that parent be informed of the assessment results; use the results with his/her student to engage in conversation about the student's future; encourage his/her student to research career areas in which the student expresses interest.

COMMUNITY: Agree to allocate funds so that assessment can occur; ask students about their profiles in job interviews or casual conversation.

EVALUATION:

- Each student will have an assessment profile.
- Each student must research at least three career suggestions and report to his/her peers in small group settings.
- Adults will interview students about the student's interpretation of the profile.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.04 Understand that the changing workplace requires lifelong learning and acquiring new skills.

GRADE: 9-12

OUTLINE: Interview a manager and a worker at a business that is closing its doors. The goal is to determine what—if any—changes would have been necessary to continue operation.

Next, interview a manager and a worker in a flourishing business to determine what differences—if any—exist in this workplace and the one closing.

Class will determine the characteristics to question at both locations so that all students will be dealing with essentially the same body of information.

STRATEGIES/ACTIVITIES

TEACHER: Helps form interview questions; teaches the sensitivity essential for asking tough questions of people about to lose their employment; serves as a facilitator.

COUNSELOR: Shares resources in the counseling office; works with the teacher in discussing the project with the students; advises students.

PARENT: Talks with student about his/her work experiences, particularly if she/he has experienced either the sadness of losing a job or the elation of being in a company whose star is on the rise; also assists with questions for the interviews; possibly, suggests interviewees from his/her acquaintances.

COMMUNITY: Participate as interviewees; share career experiences.

EVALUATION:
- Verbatim report of the interview [based on audio tapes of the interview]
- Conclusions reached by consensus of the class.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.05 Describe the effect of work on lifestyles

GRADE: 9-12

OUTLINE:

- Jobshadow in a plant with 2nd and 3rd shifts. Talk with workers about their schedules away from work. How do they accommodate to working hours different from most other workers? Question them about stress levels and physical requirements at work and at home.
- Interview a marine biologist, a teacher, a professional sportsman, a dancer, a minister, and a chef to determine how the work they do affects their lives away from work.

STRATEGIES/ACTIVITIES:

TEACHER: Determine whether each student will conduct the entire project or whether groups of students will share the tasks.

Teach the skills necessary to interview their subjects, to state the goals of the project, and to record the responses. Facilitate as hurdles arise in the process.

COUNSELOR: Share the resources of the counseling office; team teach with the teacher—possibly advising one particular group of students; facilitate when students have problems in the process. Emphasize the people skills involved in such a project.

PARENT: Encourage your student to do his/her best; share with him/her the aspects of your career which affect your lifestyle; question him/her about workers' responses and how she/he intends to interpret these responses

COMMUNITY: Participate if your site is asked; share work experiences.

EVALUATION:

- Class establishes a profile of commonality among those jobs that share similar characteristics.
- Class lists the differences that exist among jobs that share similar characteristics.
- Invite the interviewees to visit the class to hear the class's conclusions and to respond to them.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp. 14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.06 Understand the importance of equity and access in career choice.

GRADE: 9-12

OUTLINE:

- Invite a woman who is a doctor [or a contractor, lawyer...] and who is in her fifties to speak to your class about her challenges in accessing her profession. Ask her also to address the biases that might continue in her career.

- Also, invite a younger female [late 20's or early 30's] who is a doctor [or a contractor or a lawyer] to address your class about her challenges in accessing her profession. The women may speak on the same day or separately; however, the same day would permit them to make comparisons and contrasts.

- Invite a physically challenged person to address similar issues of accessibility and equity.

STRATEGIES/ACTIVITIES:

TEACHER: Before the speakers arrive, lead a class discussion on definitions for equity and access. Do their definitions concur with the speakers'? Teach the etiquette involved with guest speakers; help students form questions to ask the speakers; provide follow-up activities.

COUNSELOR: Attend the presentations; team teach with the teacher to address issues of exceptionality; facilitate the presentation(s) and the follow-up(s).

PARENT: Share on-the job experiences with your student, particularly those with aspects of lack of equity and access; discuss a colleague who has succeeded despite lack of equity and access.

COMMUNITY: Participate as a presenter; share written company policy which addresses issues of equity and access; cite statistics about non-traditional jobs and other exceptionalities—especially how your company handles these positively.

EVALUATION: Group discussion and consensus about access and equity.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.07 Understand that work is an important and satisfying means of personal expression.

GRADE: 11-12

OUTLINE:

- Students videotape artists, performers, architects, research scientists, and teachers [or any assortment of workers] and ask them why they stay in their jobs—and to share specific examples/details.
- Student is assigned a short-term, real life project that has a product relevant to the work-based learning component as a major part of the project. Student reports on what she/he derived from the work attached to his/her project/product.

STRATEGIES/ACTIVITIES:

TEACHER: Assist each student in determining a real life project geared to his/her interests; facilitate when she/he encounters glitches but do not solve the problem for her/him; brainstorm a product with her/him but make the student sort and determine solutions; define celebration when attached to a difficult or challenging task.

COUNSELOR: Share the resources in the counseling office; facilitate when students need direction but do not offer solutions; ask open ended questions which make the student examine his/her feeling about his work.

PARENT: Point out areas in which your student has expressed interest or ability; facilitate but do not offer solutions; hold your child responsible for developing the project himself./herself.

COMMUNITY: Be a subject of the video; offer your services as a business or community resource; be facilitative but do not offer solutions; make the student dig for answers.

EVALUATION:

- Videotape to analyze.
- Journal writings to reflect stages of the project's progress.
- Reports to peers includes demonstration of the product from the project.
- Student mentors someone else who wants to do a similar project and product.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

6.07 ATTACHMENT

SCANS (SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS)

WORKPLACE KNOW-HOW

SCANS Foundation Skills

- Basic Skills
  Reading, Writing, Arithmetic and Mathematics, Speaking, Listening
- Thinking Skills
  Thinking creatively, Making decisions, Solving problems, Visualizing, Knowing how to learn, and Reasoning
- Personal qualities
  Responsibility, Self-esteem, Sociability, Self-management, Integrity/Honesty

SCANS COMPETENCIES

- RESOURCES - Allocating time, money, materials, space, staff/people
- INTERPERSONAL SKILLS - Working on teams, Teaching others, Serving customers, Leading, Negotiating, Working with cultural diversity
- INFORMATION - Acquiring/evaluating data, Organizing/Maintaining files, Interpreting and communicating, Using computers
- SYSTEMS - Understanding social, organizational, and technological systems, Monitoring/correcting performance, Designing/improving systems
- TECHNOLOGY - Selecting tools and equipment, Applying technology to specific tasks, Maintaining/troubleshooting technologies

ALL ASPECTS OF THE INDUSTRY

- PLANNING - Any detailed scheme, program, or method worked out beforehand for the accomplishment of an objective
- MANAGEMENT - The act, manner, or practice of managing, handling, or controlling something
- FINANCES - The science of management of money or other assets
- TECHNICAL AND PRODUCTION SKILLS - Technical skills, pertaining to the abstract or theoretical (Principle) aspects of the job
- PRINCIPLES OF TECHNOLOGY - Body of methods and materials used to achieve objectives
- LABOR AND COMMUNITY ISSUES - Workers collectively, Team building, Work benefits, Work for wages; a social group or class having common interest under the same government
- HEALTH AND SAFETY ISSUES - Functioning normally without disease, in an environment that is conducive to and promotes health and safety
- ENVIRONMENTAL ISSUES - Protection of the natural environment, i.e., air, water, soil, resources

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CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.08 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.

GRADE: 9-12

OUTLINE: Form a panel of students who have demonstrated ability in various areas: forensics, drama, academics, athletics, sales, invention, entrepreneurship. Ask them to address their motivations for success and their goals.

Task the audience with taking notes of the why and how issues of each panelist.

STRATEGIES/ACTIVITIES:

TEACHER: Teach the basics of presenting as a member of a panel; prepare the students in the audience with their responsibilities as note takers/ recorders; discuss listening skills.

COUNSELOR: Share resources in the counseling office; assist teacher in determining appropriate panelists; team with the teacher in asking open-ended questions relevant to the panel discussion.

PARENT: Attend the presentation if invited; assist your student if she/he is a panelist in preparing a succinct presentation; be an editor but do not do the work intended for the student.

EVALUATION: Require entire group to analyze AND write a summary of the traits that become parts of success, whether in school or in business.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.09 Use conflict management skills with peers and adults.

GRADE:9-12

OUTLINE: Using various sources such as North Carolina Career Explorer [an internet subscription available through NC SOICC], each student will research conflict management. With specific emphasis on negotiation and compromise, students will discuss the steps essential in negotiation and compromise.

STRATEGIES/ACTIVITIES:

TEACHER: Seize the day by planning this activity after conflict calling for negotiation has occurred in class; enlist the counselor or the Peer Helping instructor in finding sources for research on the art of negotiation

COUNSELOR: Serve as the facilitator; offer assistance but do not do the research for the students

PARENT: Listen to the information that your child has learned; volunteer to use the information the next time you and your child should negotiate instead of conflict!

COMMUNITY: Trained conflict managers in many businesses or agencies are willing to audit discussions and facilitate.

EVALUATION:
- Students teach class about the subject on which they specifically focused.
- Ask students to explain in their own words what they have learned.
- Give a pop quiz that consists of their listing, in order, the steps of negotiation.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15
Materials: Refer to "Negotiation Skills, " the attachment for 008.06
http://nc.cx.bridges.com/explorer/browse/bs/negotiat/howto.htm

LESSONS

CURRICULUM AREA — SCHOOL COUNSELING
CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.10 Demonstrate how to work cooperatively with others as a team member.

GRADE: 9-12

OUTLINE: Before the school year begins, plan at least five team projects during the year.

STRATEGIES/ACTIVITIES:

TEACHER: Arrange the groups by some prior design so that cronies will not form exclusive groups. Give each team member duties--to include outside assignments. Explain the teaming process before each team begins its project, varying the emphasis each time. The first time, bring information from a source such as North Carolina Career Explorer [internet subscription available though NC SOICC] and share an article on teamwork with all class members. Furnish a rubric of teaming from 1-to-5, with 5 being the best score.

COUNSELOR: Role play with the teacher and several other adults what not to do in a team; assist the teacher in finding sources for good information about teaming; team teach so that you observe half of the groups in action.

PARENT: Discuss with your student the situations requiring teaming on your job; share what works for you in a teamwork situation; make known your decision to be assertive but not aggressive in teaming situations—and not to violate the rights of others.

EVALUATION:

- Using the rubric, team members assign a number from 1—5 for each member's participation—to include a grade for himself/herself.
- Each group discusses the dynamics of the group.
- Student writes an essay about teaming as accomplished in class.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: CAREER DEVELOPMENT

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.11 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences.

GRADE: 11-12

OUTLINE: From Workforce Development Education Blueprints [or other sources such as Curriculum Integrator (CORD)], students will research the employability skills for the career cluster in which they are involved in work-based experiences such as mentoring, internship, or jobshadowing.

STRATEGIES/ACTIVITIES:

TEACHER: Lead students in the development of a matrix which lists the employment readiness skills in the student's cluster area; e.g., business, health, auto services. Instruct students to keep this matrix with them at all times during the work-based experience. Students keep a log on the matrix that records—initially--each significant instance of skills use. After students have grown accustomed to recording the incidents, they should seek occasions to be involved in the skills which are more complex and less general.

COUNSELOR: Share sources for finding lists of career cluster skills; ask students to tell you their most interesting implementation of skills; invite them to mentor younger students who are researching the area in which the older student is involved in work-based learning.

PARENT: Ask your student what she/he learned on the job today that was new, difficult, or challenging; help him/her make connections between his/her job experiences and his/her interests and strengths; discuss with him/her how she/he feels about a career in a similar occupation.

EVALUATION:

- Students submit the skills log on a regular schedule for the teacher to analyze and use as a basis for recommendations.
- Students report to their classmates about unusual or new skills required on the job.
- Students score well on the VoCATS Post -est in their classes connected with their work-based experiences.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15
"How to Build 21st Century Job Skills"
http://nc.cx.bridges.com/explorer/browse/bs/century/resource/htm

HIGH SCHOOL PERSONAL/SOCIAL DEVELOPMENT

Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others

Competency Areas

- Acquire Self-Knowledge
- Acquire Interpersonal Skills

Make decisions, set goals, and take appropriate action to achieve goals

Competency Areas

- Self-Knowledge Applications

Understand safety and survival skills

Competency Areas

- Acquire Personal Safety Skills

Key Connections:
Character Education, Senate Bill 1139, 1996

Service Learning: A Goals 2000 initiative of the National Governor's Association

SCANS Foundation Skills: Personal Qualities: *individual responsibility, self-esteem, sociability, self-management, and integrity*

SCANS Functional Skills: Interpersonal skills: *working on teams, teaching others, serving customers, leading, negotiating, and working with people from culturally diverse backgrounds*

NC Education Standards and Accountability Commission Competencies: *communication, problem-solving, teamwork*

Safe Schools Act: Ensures a plan of safety within the School Improvement Plan.

BEST COPY AVAILABLE

BENCHMARKS

National Standard Area: __Academic ___Career __Personal/Social

Establish a **benchmark** for a specific student outcome. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan targeting transition points.

National Standard:

Student Outcome:	Benchmark: End of Grade 9	Benchmark: End of Grade 11	Benchmark: End of High School

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.01 Develop a positive attitude toward self as a unique and worthy person.

GRADE: 9-12

OUTLINE:

- Students study behavior theory that people must engage in worthwhile activities in order to feel worthy; e.g., William Glasser's Reality Therapy.
- Students organize and engage in outreach projects for the school or community.
- In small groups, students commit to accomplish individual tasks; thus, a project [such as community or school clean-up, planting gardens for nursing homes, conducting food/clothing drives for victims of natural disasters—or simply engaging in random acts of kindness] becomes assured of completion and likely success.

STRATEGIES/ACTIVITIE:

TEACHER: Leads review of behavior concepts; serves as facilitator for brainstorming; suggests contacts for students; chaperones on-site projects; coaches/cheerleads when glitches occur.

COUNSELOR: Facilitates; brainstorms with small groups or individuals; helps with community contacts.

PARENT: Encourages student; provides resources; shares personal outreach endeavors and outcomes; lends support.

COMMUNITY PEOPLE: Contribute resources; network among businesses for project support.

EVALUATION

- Student writes a personal mission statement to include specific commitment and responsibilities.
- Student keeps a journal to reflect feelings as the project develops.
- Using the journals as sources, student discusses feelings about aspects of and developments with the project.
- Student creates a personal outcome statement reflecting his growth and change as well as the project's status.

7.01 ATTACHMENT

SELF - CONFIDENCE ON THE JOB

Dr. Atley Morrow, a registered psychologist, says you can't underestimate the importance of self-confidence in every area of your life. It is extremely important. Here are some ways to build it if you're lacking:

- Practice stepping out of your comfort zone. Stretch yourself to do things you have never done before or have always felt uncomfortable with—even if anxiety is present.
- Learn to decrease situations in which you walk away muttering, "Gee, I wish I'd...."
- In situations where you walk away feeling you didn't assert yourself, think about what you want to say, then go back and make your well thought-out point.
- Acknowledge yourself and acknowledge what you do well. People lacking in self-esteem or self-confidence are often quick to criticize themselves but rarely give themselves a pat on the back for a job well done. Even a fear you have pushed through (a stretching of the comfort zone) deserves a pat on the back.
- Practice being assertive (not aggressive). Practice learning what you want to say. Start with supportive friends and family members.
- Studies have shown that exercise raises self-confidence. Just a 30-minute walk a day will give you more energy and a more positive outlook on life.

Kerry Dutchyn, head counselor and founder of Generation 2000 Counseling Center, says that portraying self-confidence is a valuable life skill; so, learn to sell yourself! Dutchyn says, "The post-baby boom generation is really the first generation to be taught that it's OK to talk about themselves in a good way." While this applies in all areas of your life, it is of particular importance in the workplace. For example, an interviewer or prospective employer is looking for someone with confidence for a number of good reasons. A confident person:

- is not afraid to speak up and may offer valuable suggestions.
- is less likely to take criticism the wrong way or to react defensively in a certain situation.
- learns faster, simply because the person believes he can.

This, of course, all boils down to the power of positive thinking.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.02 Assess personal values, attitudes, and beliefs.

GRADE: 11-12

OUTLINE: Students carry out values clarification exercises in which they must make informed choices congruent with their values, attitudes, and beliefs. One source of these exercises is *Values Clarification for Counselors* by Gordon M. Hart [ISBN 0398038], Charles Thomas, pub, 1979.

STRATEGIES/ACTIVITIES:

TEACHER: Provides articles on values clarification; reviews behavior concepts relevant to values clarification; facilitates; makes assignment for students to research options; sets up exercises without personal bias or without intent to create controversy; monitors to assure each informed choice is respected; demonstrates the value of an individual's rights.

COUNSELOR: Assists teacher and students with resources; suggests activities that are appropriate for values clarification.

PARENT: Converses with his/her student about family mores; allows him/her to agree or disagree with family mores and values; shares personal evolution in his/her value system.

COMMUNITY PEOPLE: Share history of social change within the community; create a two-way conversation with students; listen.

EVALUATION:
- Students participate in interviews about changes that transpired after researching options.
- Students keep journals which are evaluated for meeting the requirements of the assignment, not the opinions that the students express.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.03 Communicate the goal setting process.

GRADE: 9TH health 10 or 11 science

OUTLINE: Students will determine goals they would like to accomplish in their lifetimes after studying the results of their interest inventories. Students save the list in a safe place such as in the family's safety deposit box or records file.

STRATEGIES/ACTIVITIES:

TEACHER: Task students to list 5—6 realistic things they want to accomplish in their lifetimes [combination of short-and long-term goals]; work with counselor to provide copies of the student's interest inventory profile; brainstorm with students the safe places they might save their lists of goals.

COUNSELOR: Ascertain that each student has taken an interest inventory and provide him a copy of the profile.

PARENT: Discuss how you have reached, missed or changed goals you set while in high school.

EVALUATION:

- Students identify accomplishable, lifetime goals.
- Students perceive that different people set different goals.
- Twelfth graders review the goals set in 10th grade and confirm or amend the goals.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.04 Document change as a part of growth

GRADE: 9, 10

OUTLINE:

- In groups, students recall the transition from middle to high school, listing differences between the two school levels. Their task is to determine what responses each student made to the changes; e.g., study habits, social groups, school subjects, sleep patterns, clubs, work.
- Student analyzes a life change such as a move, a family member's death (or even the death of a beloved pet) and reflects on his reactions, giving attention to his level of self-awareness and understanding.

STRATEGIES/ACTIVITIES:

TEACHER: Establishes groups and their tasks; facilitates; monitors groups

COUNSELOR: Assists students in the reflection process so that they understand how to get below the surface and into the substance of feelings and memories.

PARENT: Discusses how the change affected the family; reflects about growth observed in his student since the life change occurred

EVALUATION:

- Student creates a flow chart, beginning with the change. The chart indicates their responses to change.
- Students compare and contrast the change process; e.g., experiences, individual and unique responses.
- Students write a personal and psychological essay, reflecting on the change and their self-awareness of the resultant growth.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.05 Manage feelings.

GRADE: 9TH health or English

OUTLINE: Students study a feelings list to discover the good and bad are not appropriate responses when queried about feelings. Students study the distinction of each list work so they can use precise descriptions.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates feelings list; reviews meanings and helps clarify differences between feeling words.

COUNSELOR: Shares resources such as the feelings list.

PARENT: Encourages his/her student to participate willingly in identifying feelings; shares personal experiences about being able-- or unable—to express his/her feelings.

EVALUATION:

- Students role play situations involving similar feelings so they demonstrate their understanding of the various degrees and depths of feelings.
- Students honor the commitment to use precise words rather than good or bad in response to questions about feelings.

7.05a ATTACHMENT

GUIDELINES FOR FACILITATING ROLE PLAYS

Role plays provide opportunities to learn and practice skills for conflict resolution. Role play scenarios are open-ended. There is no script, no right or wrong ending. The actors make it up as they go.

Before the role play...

Organize the participants.
Role plays usually are limited to two or three actors. Those who are not actors are observers. Observers should take notes during the role play and be prepared to report their impressions.

Create a positive climate.
Make it clear that there is to be no judging or criticizing of role playins, and that everyone's contribution is valuable.

Establish procedures that set role play apart from "real life."
Participants may be more comfortable if some formalities are observed. Role play performers can wear special name tags or badges.

During the role play...Aim for an appropriate length.
Role plays can last from 2—3 minutes to 20 minutes, depending on the skills being practiced and the level of participants' skills and role play experience. Early attempts at role playing usually will be brief. As participants become more skillful and relaxed, they may extend their role plays.

If role players get "stuck," take a break.
Talk about the action and try to figure out what's going wrong. Sometimes even a slight change can help.

Observers remain detached.
Observers do not act in the role play or talk to the actors. They refrain from commenting or criticizing. They simply watch and take notes on their observations and impressions sheet.

After the role play...Actors can discuss the role play.
What seemed authentic or unauthentic? What was uncomfortable? What was particularly effective?

Observers can report impressions.
Observers are likely to notice things that the actors are not aware of, such as body language, tone of voice, and pacing.

Follow-up role plays can be done.
Observers and actors can switch jobs; actors can switch roles or try to play the same role in a different way.

Guidelines for Facilitating role Plays," *Teachers as Educational Advisors and Mentors: Technical Assistance Manual*, Louisiana Department of Education, p.180. [Their citation credits *Sunburst Conflict Resolution* matieials.]

7.05b ATTACHMENT

FEELINGS LIST

abandoned
adequate
affectionate
agonized
ambivalent
angry
annoyed
anxious
apathetic
ashamed
astounded
awed
beautiful
betrayed
bewildered
bitter
bold
bored
brave
burdened
calm
capable
challenged
charmed
cheated
cheerful
childish
clever
combative
competitive
condemned
confused
conspicuous
contented
contrite
cruel
crushed
deceitful
defeated
delighted
despairing
destructive
determined
different
discontented
distracted
disturbed
dominated
divided
doubtful
ecstatic
electrified
empty
enchanted
energetic
envious
excited
evil
exhausted
fascinated
fearful
flustered
foolish
frantic
friendly
frustrated
frightened
free
full
furious
glad
gratified
greedy
guilty
happy
hateful
heavenly
helpful
helpless
high
homesick
honored
horrified
hurt
hysterical
impressed
infuriated
inspired
intimidated
isolated
jealous
joyous
jumpy
kicky
kind
lazy
left out
lonely
longing
loved
loving
mean
melancholy
miserable
mystified
naughty
neglected
nervous
nutty
obnoxious
obsessed
odd
outraged
overjoyed
overwhelmed
pained
panicked
peaceful
pleasant
pleased
pressured
pretty
proud
quarrelsome
raging
refreshed
rejected
relaxed
relieved
remorseful
restless
reverent
rewarded
righteous
satiated
satisfied
scared
settled
shocked
silly
skeptical
smug
sneaky
solemn
sorrowful
spiteful
startled
stingy
stupid
stunned
suffering
sympathetic
tempted
tense
threatened
tired
trapped
troubled
ugly
uneasy
unsettled
wicked
wonderful
weepy
worried

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.06 Distinguish between appropriate and inappropriate behaviors.

GRADE: 9-12 Social Studies

OUTLINE: Students read literature in which characters act inappropriately. Students analyze character's actions. In group, students state appropriate, alternative behaviors for the character.

STRATEGIES/ACTIVITIES:

TEACHER: Assigns literary piece to read or shows video or movie based on the literary piece; facilitates and monitors groups.

COUNSELOR or TEACHER: Follows up with classroom discussion/summary of ramifications when behavior similar to the character's occurs in the school or the community.

PARENT: Supports the analysis of inappropriate behaviors; shares personal experiences in similar circumstances.

EVALUATION:

- Using the behaviors deemed appropriate by the groups, students choose one appropriate behavior to write a scenario of the results if the character's action had been appropriate.
- Students create a matrix of appropriate behaviors and project the likely outcomes in the literary context.

LESSONS

CURRICULUM AREA: SCHOOL COUNSELING
PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.07 Differentiate personal boundaries, rights, and privacy needs.

GRADE: 9-10

OUTLINE: Students role play the violation of rights of others 1) by being aggressive, 2) by stealing small articles, 3) by copying homework for a difficult assignment, 4) by asking really personal and sensitive questions.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates role playing prompts; facilitates; brainstorms with students.

COUNSELOR: Assists teacher with appropriate prompts; counsels students with role playing assignments; helps teacher while students are planning and reflecting about their role playing situations.

PARENT: Brainstorms with his/her student about the role playing situation; shares personal experiences as a victim or perpetrator of violation of rights.

COMMUNITY PEOPLE: Contribute personal experiences; extern to classroom to help teacher as this teaching of values and rights proceeds.

EVALUATION

- In a personal essay, students choose and analyze one role play. They own the emotions of the violated and reflect the victim's feelings.
- Students demonstrate understanding of the violation of rights by their responses in personal interviews.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.08 Establish self-control.

GRADE: 9

OUTLINE: Students respond writing prompts.

- "Explain why or why not you see yourself as the subject of this question: Are you a person who snacks constantly so that you have no appetite for regular meals?"
- "In which aspect of your life do you know you need to practice more self-control? Explain."

STRATEGIES/ACTIVITIES:

TEACHER: Discusses concept of delayed gratification and impulse control; reports research findings that people who can delay gratification are less stubborn, more confident, more trustworthy and dependable and more employable.

COUNSELOR: Works with students who recognize their lack of self-control on a plan to improve their impulsivity; provides articles on self-control.

PARENT: Reflects to his/her student the improvements that she/he observes in student's self-control; works with child to make the plan succeed.

EVALUATION:

- Students write in journals of their awareness of their ability—or inability--to practice self-control in certain situations.
- Students create a plan to gain self-control in certain situations.
- Students perceive self-control as essential to success.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.09 Demonstrate cooperative behavior in groups.

GRADE: 10

OUTLINE: Having finished a group exercise, each member is tasked with a silent reflection to determine the person who has contributed most to the progress of the group through cooperative behavior. Each group member writes the cooperative member a warm fuzzy in which the cooperative actions are recounted. (If the group member considers himself to be the most cooperative member, he may write the warm fuzzy to himself.) To reach a group definition of cooperative behavior, the group will determine who—to include how many in the group--received warm fuzzies and for what reasons.

STRATEGIES/ACTIVITIES:

TEACHER: Explains the dynamics of cooperative behavior in group; reviews compromise, negotiation, assertiveness, aggressiveness, and individual rights; facilitates; monitors to determine that fairness—not scapegoating—if the motivating force; keeps students on task.

COUNSELOR: Shares articles and information on cooperative behavior with teacher and students; team teaches with teacher during this exercise; monitors.

PARENT: Models cooperative behavior; acknowledges positively the cooperative behavior of his student in the family.

COMMUNITY: Model cooperative behavior in political, civil, economic settings; visit classrooms to share experiences and expertise regarding cooperative behavior.

EVALUATION:

- Students analyze the group dynamics and decide on those individuals whose actions have been most cooperative.
- Through group discussion and consensus, students establish a working definition of cooperative behavior in groups.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.10 Document personal strengths and assets

GRADE: 12

OUTLINE: Students fill out an abilities chart. Students subsequently form small groups to discuss results.

STRATEGIES/ACTIVITIES:

TEACHER: Discusses the Johari Window [a square divided into four equal portions: the upper right representing those things that each person and other people know about the person; the lower right, things people know about themselves that others don't know; the lower left, things others know about the person that he doesn't; the upper left, things no one knows about the person]. Provides abilities chart; facilitates; monitors to keep students on task in a positive manner; reflects observations about students' strengths to individual students.

COUNSELOR: Helps teacher to select the appropriate abilities chart for the class's use; counsels students who express needs for help in determining their abilities.

PARENT: Reports his observations of strengths in his student; encourages student to analyze himself fairly and accurately.

COMMUNITY: In classroom presentations, address those abilities and attributes most suitable to good citizenship or to success in specific occupations.

EVALUATION: Each student will have a self-assessment of their abilities as well as some knowledge about how others view the students' abilities.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.11 Anticipate changing personal and social roles.

GRADE: 11-12

OUTLINE: Students examine chronologically-ordered pictures of themselves taken during the past three years. Using candid photos or yearbook pictures as springboards to jog their memories, students discuss obvious changes which have occurred—physically and/or personally.

STRATEGIES/ACTIVITIES:

TEACHER: Tasks students with bringing photos to class or provides yearbooks from the past three years; establishes the framework of the assignment for changing personal and social roles.

COUNSELOR: Explores with the class the developmental changes which usually take place with students during the three cited years or provides the information to the teacher, if requested.

PARENT: Positively shares the changes observed in his/her student during the times since the pictures were made.

EVALUATION:

- Students identify and discuss ways they have changed personally either in group discussion or in a personal essay or journal article.
- Students chart and appraise their personal and/or social growth through a line graph accompanied by annotations.
- Students predict their personal growth by writing about what they will be doing fifteen years from now.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.12 Identify and recognize changing family roles.

GRADE: 9-12

OUTLINE: Students select one family member to decide on the member's responsibilities within the family. Students list the member's responsibilities. Student imagines what his family would be like if the chosen family member were not in the family.

STRATEGIES/ACTIVITIES:

TEACHER: Assigns the task; monitors; facilitates; reflects his/her observations of the student or his/her personal family.

COUNSELOR: Counsels any students who have issues arising from this assignment; assists the teacher in framing the task.

PARENT: Communicates with his/her student how she/he defines his personal responsibilities; reflects to his/her student how the parents interprets the student's responsibilities within the family.

EVALUATION:

- Student shares his/her list with group to determine if the list is complete.
- Student shares his/her list with the subject, analyzes it with the subject, and writes a journal entry about the response of the subject, the resulting conversation, and the conversation's outcomes.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.13 Establish that everyone has rights and responsibilities, including family and friends.

GRADE: 9-12, Social Studies

OUTLINE: In small groups, students brainstorm the rights and responsibilities of family members and friends. Students discuss the core responsibilities and those that vary or change. Each group contributes its top four statements to be analyzed for inclusion in the Bill of Rights. Students write a ten item "Class Family Bill of Rights," using consensus and prioritizing as the mode for including or excluding items.

STRATEGIES/ACTIVITIES:

TEACHER: Explores brainstorm, consensus and prioritizing with students; explains the concept of a Bill of Rights; disseminates information about functional families and how these families process; guides research on other Family Bills of Rights that currently exist; facilitates groups' discussions.

COUNSELOR: Provides teacher and students with information about functional families; suggests sources/materials that groups should research.

PARENT: Shares his/her perceptions of successes and failures within the family with his/her student; details his/her vision of the functional family.

COMMUNITY: Agencies such as Department of Social Services, adoption agencies, or police departments can present information on functional families.

EVALUATION:

- Students create a "Class Family Bill of Rights."
- Students compare their family bill of rights with others found over the internet or through agency networking.
- Students perceive rights and responsibilities of family members within a functional family.
- Students have a vision of what their family will be when they are parents.

continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

OBJECTIVE: 007.14 Respect alternative points of view.

GRADE: 9-12

OUTLINE: Students review "Final Words of Wisdom from the Experts." Students choose three of the items with which they have had experience in order to write journal entries about what they did in dealing with the people and what they should have done, if anything, differently.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates "Final Words of Wisdom from the Experts," a summary of behaviors that one should use when dealing with different or difficult people.

COUNSELOR: Serves as resource.

PARENT: Talks with his student about coping skills and getting along with people.

COMMUNITY: Plant manager or Human Resources Officer presents situations on the job which result in conflict because people do not use people skills. He/she makes a valid case for students being able to get along with others unlike themselves.

EVALUATION:
- Role play scenarios which reveal depth of students' understanding of and tolerance/respect for alternative points of view.
- Share journal entries with class and involve class members in discussion of appropriate and inappropriate responses.

continued

7.14 ATTACHMENT

FINAL WORDS OF WISDOM FROM THE EXPERTS

Heed some important advice from the experts:

- Always accept people as they are. Don't try to change them or expect them to change on their own; it won't work!
- Ask yourself if you're dealing with a difficult person or a difficult situation.
- Establish boundaries and limits and let others know when they've stepped over them.
- Staying in control of your emotions is a sign of strength and self-discipline, so do it.
- Distance yourself from the person by taking a walk or a time-out if you need to regroup.
- Don't sweep things under the rug. Open communication begins with getting things out in the open and not having them bottled up. Do it in private first though, and remember to share negative and positive perceptions.
- Be clear, honest, and decisive.
- Look forward)opportunities), not backward (fault finding, accusations).
- Try to see things from both sides and approach decisions with compromises instead of demands.
- Try to keep a positive attitude—that they're not being difficult for difficulty's sake, but instead have positive intentions. It always helps to believe there is a nice person in there somewhere.
- Don't be a doormat for their antics. As one negotiator said, "There are no victims, only volunteers."
- Always treat these people with respect. Don't give them ammunition, give them courtesy and choice.
- Don't let things get personal. Focus thoughts and feelings on the task at hand and not on the person or details of his or her life. Always separate the person from the problem.
- Some of the great skills you'll be honing are paraphrasing and feedback, listening and speaking, interpreting body language, and being assertive and confident. It's worth your while to practice!
- Become more sensitive to what people need, and find balance instead of conflict. For example, where one person is weak in an ability and another is strong, think of it as a complement of skills rather than a power struggle.
- When giving feedback, don't translate. Instead, repeat their own words back to them or ask them questions.
- It's okay to interrupt if you need to, as long as you're polite about it.
- Put things in perspective to prevent yourself from getting worked up.

Continued

7.14 ATTACHMENT

FINAL WORDS OF WISDOM FROM THE EXPERTS *Continued*

- Think of role models who handles similar situations effectively, whether it's a fictional character on TV, a family member, or even yourself in the past.
- Become an ally and adapt to their communication style to get a task done. But be careful that it doesn't look like ridicule.
- Humor can do a world of good in keeping the atmosphere from getting tense.
- Be flexible and patient. When all else fails, try again.
- If stress is aggravating their behavior, identify the root and see what you can do about it.
- Understand your rights as a person and an employee and stand up for those rights of fair treatment.
- Choose the response that will have the best consequences; therefore, think before you react!
- If the behavior is unusual and you know the person well, make sure there's not a serious underlying cause for the stress.
- Think about the importance of the relationship and the frequency with which you will be dealing with the individual. This process will give your greater motivation to cope.
- Imagine the person is your best friend. What would you say if he/she were doing this to you under those circumstances?
- Examine the attitudes and behaviors, which often work against you and keep them, in check. Remember that you're not responsible for the other person's behavior, but you are for your own. Your response will affect their response.
- Don't run, hide, ignore or avoid these problem people. If you do, you're letting them win their control game. Aren't your peace of mind, productivity and job satisfaction worth fighting for?

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 007.15 Recognize, accept, respect, and appreciate individual differences.

GRADE: 10

OUTLINE: Students examine their values and goals to determine their individual differences. Students take a personal inventory, form small groups to share their responses. They discuss whether or not they see each other as the responses on the inventory indicate.
STRATEGIES/ACTIVITIES

TEACHER: Provides personal inventory sheet or website; facilitates groups.

COUNSELOR: Helps teacher choose best instrument for the class; shares resources with students who want to make career decisions based on the inventories.

PARENT: Expresses interest in his student's choices; discusses his/her observations of the student in regard to the student's choices.

COMMUNITY PEOPLE: Presenters at a Career Fair profile the characteristics and employability skills of the workers who succeed in their businesses.

EVALUATION:
- Students select the items that are most important—and possibly rank order them.
- Students demonstrate the ability to use peer feedback.
- Students retain the inventory in their portfolios to revisit them before graduation.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 007.16 Recognize, accept, and appreciate ethnic and cultural diversity.

GRADE: 10 or 12, English or Social Studies

OUTLINE:

- Students read *Brave New World* and examine the characters' positions in that society. They discuss whether the positions permit movement from one class into another. Are characters given the opportunity to use all their talents?
- Students create a suggestion system, the goal's being to enable students to offer suggestions for improvement in the school or the school's environment.

STRATEGIES/ACTIVITIES:

TEACHER: Makes reading assignment; asks open-ended questions to elicit class discussion; shares information about flat or well-rounded characters; helps class determine which characters, if any, are accepted and appreciated for their cultural diversity.

COUNSELOR: Shares resources in the counseling office; meets with students who might need significant other to discuss the cultural ramifications of the novel.

PARENT: Encourages his/her student to think about the real issues of the novel; shares his/her expertise about people who are assigned positions and cannot grow within a certain environment.

EVALUATION:

- Students analyze the characters in BNW and make connections between lack of appreciation for cultural diversity and positions assigned by an environment.
- Students recognize that different students have different needs via the suggestion box; yet, they respect the diversity; e.g., ROTC, minority students, FFA, FTA, French Club.

LESSONS

CURRICULUM SCHOOL COUNSELING
AREA PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 007.17 Recognize and respect differences in various family configurations.

GRADE: 9-12

OUTLINE: Students study articles about family configurations. Students discuss the pros for families of these configurations.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates articles to groups or makes assignment for students to search for the articles and bring them to class; facilitates within the groups; monitors to assure validity of critiques.

COUNSELOR: Makes suggestions about articles and sources; counsels with students who might have issues resulting from the study.

PARENT: Converses with his student about the configuration of his family and why it is that particular one; analyzes strengths and weaknesses of this family configuration with his student.

COMMUNITY: A social worker, a psychologist, or a family court judge discuss the changes that new family configurations bring to their organizations.

EVALUATION:

- Students perceive the validity of different family configurations.
- Students analyze the need for new family configurations.
- Students write journal articles about any new conclusions they have reached about family configurations different from their own.

7.17 ATTACHMENT

CHANGING FAMILY COMPOSITION

Significant changes in America's household and family composition have occurred in the past 25 years, with a smaller than ever proportion of traditional two-parent families with children, according to a recently issued Census Bureau report, "Household and Family Characteristics: March 1995." Also, the report said, childless couples, single-parent families, and people living alone have become increasingly common.

"The increasing diversity of household types continues to challenge our efforts to measure and describe American society," said Ken Bryson, author of the report. "The typical household," he added, "is an illusion."

Other changes from 1970 to 1995 for America's households and families:

A "household" is an individual or a group of people who occupy a housing unit, whereas a "family" is a group of two or more people, one of whom is the householder, living together, who are related by birth, marriage, or adoption.

Information in "Household and Family Characteristics: March 1995" is based on March Current Population Survey results for 1970, 1980, 1990, and 1995. The Current Population Survey is a monthly household survey used primarily to collect information on the nation's work force and is subject to sampling error.

	1970	1995
Percent of households with five or more persons	20	10
Percent of households of persons living alone	16	25
Percent of families with no children of their own under age 18 living at home	44	51
Number of families (in millions) maintained by women with no husband present	5.6	12.2
Number of families (in millions) maintained by men with no wife present	1.2	3.2

CHILDREN TODAY—Special Issue on Child Support Enforcement – Volume 24, No. 2, 1997

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 007.18 Use effective communication skills.

GRADE: 11, 12

OUTLINE: Write a resume and a cover letter to 1) accompany a college application or 2) to apply for a job interview. Peers read and suggest changes.

STRATEGIES/ACTIVITIES:

TEACHER: Reviews the business letter of request format; gives each student copies of resume formats and discusses the pros and cons of each format style; explains that this assignment has real life applications and that the letter and resume are to be mailed either for 1 or 2 or both.

COUNSELOR: Works with teacher so that students understand that their college application packets also will include the resume and cover letter; suggests to students seeking job interviews that they work with the CDC or that they network among their peers and parents to determine business sites seeking entry-level employees.

PARENT: Encourages student to perfect the resume and letter; edits for grammar and content.

COMMUNITY: Partner with school to request resumes and cover letters from all secondary applicants.

EVALUATION
- Students prepare and disseminate resumes and cover letters.
- Students discover that the well written resumes and cover letter create opportunities that poorly written ones do not.
- Class engages in peer evaluation of a real life product.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 007.19 Understand that communication involves speaking, listening, and nonverbal behavior

GRADE: 10-12

OUTLINE: Students follow a procedure. Given a checklist of To Do's, students become familiar with its contents. Next they role play a student in chemistry class receiving instructions about handling a volatile solution; an employee on an oil rig whose degree of attention and the adherence to the procedure will prevent or cause a deadly accident; or a nurse who must follow the procedure or risk her patients' health.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates the Procedures To Do's; makes the role playing assignments; facilitates the follow up of the presentations.

COUNSELOR: Provides additional resources.

PARENT: Talks with student about his/her involvement in following procedures—as a citizen, a parent, and an employee.

COMMUNITY: Host a field trip in which a demonstration of how a procedure should work is the focus—to include the responses and actions of the employees who must follow the procedure.

EVALUATION:

- Students retain a list of To Do's in following procedures.
- Students participate in role play involving consequences.
- Students understand that speaking and listening of essential to conversation.

1021

1020

7.19 ATTACHMENT

FOLLOWING A PROCEDURE

- Focus your attention. Look the person in the eye and concentrate on what he/she is saying.
- Identify the topic. Find out the procedure to be explained.
- Use your background knowledge. Keep in mind what you might already know about the procedure.
- Listen for the main ideas. Be sure you hear and understand each step of the procedure.
- Listen for the order of the steps. Listen for "First, you will...," "Next...," and "Finally...."
- Visualize the message. As you listen, picture each step of the procedure. Often the speaker actually will demonstrate the process. In this case, form and store away mental pictures of the demonstration.
- Ask questions. Check your understanding when you are not sure you understand a step. When you have heard all the instructions, restate them in your own words.
- Take notes. Write down the steps of the process and any points the supervisor emphasizes.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 007.20 Research how to communicate effectively with family.

GRADE: 11-12

OUTLINE: Students receive the "Active Listening" and "'I' Messages" sheets. Students indicate lack of communication with parents. Role playing scenarios follow:

1.You are a student. Your parents demand that you do chores every day before you watch TV, talk on the phone, or leave the house to do any other activities with your friends. In the past, they have always refused to make an exception to this rule. You have a research project due at the end of the week, and you know that you need to spend at least 5 hours on research in books at the library. You decide to discuss the problem with them to see if they will change the rules for the week. Role play the scene.

2.You are a student. Your younger sibling is defiant, hostile, angry and disrespectful to your parents. Every time there is a disagreement between your parents and your sibling, all the kids in the family suffer by listening to them fighting and by having to do extra chores because your parents are angrey. You are tired of this and decide to discuss it with your parents. Role Play the conversation.

STRATEGIES/ACTIVITIES:

TEACHER: Provides the information sheets and the role playing scenarios.

COUNSELOR: Shares additional resources.

PARENT: Encourages child to become an active listener who uses "I" messages.

EVALUATION:
- Students retain the information sheets in their portfolios.
- Students demonstrate understanding of the concepts in their role plays.
- Students commit to use the methods at home with their parents and siblings.

1025

7.20a ATTACHMENT

"I" MESSAGES

"I" messages allow you to express to someone your need for him/her to change his/her behavior, without blaming the person or putting the person down. "I" messages create a positive atmosphere for communication and problem solving.

"I" messages have four parts:

1. **I feel....**	State the feeling	I feel betrayed....
2. **when you**	State the other person's behavior	when you tell other people something I told you in confidence....
3. **because...**	State the effect on you	because it's humiliating and it makes me feel I can't trust you.
4. **I need...**	State what you want to happen	I need to know that when I tell you something personal and private, you won't tell a single person.

"I" messages don't always have to be about something negative. It's important to send positive "I" messages, too.
"I'm really glad that you've been coming to the after-school study sessions. It makes me feel that you really care about your work. I'll be glad to help you in any way I can."

Beware of put-downs disguised as "I" messages.
'I can't believe you're such a slob! Every day is miserable because of you. I want you out of my locker and out of my life!"

7.20b ATTACHMENT

ACTIVE LISTENING

Active listening is essential to effective communication and is a vital part of conflict resolution. In active listening, judgment is suspended and the listener uses empathy to try to understand the speaker's experiences, feelings, and point of view. The main principles of active listening are:

Encourage	
Draw out the other person. Use verbal and nonverbal cues to show that you really are listening.	Convey attentiveness with body language and short vocal responses. Be aware that appropriate body language and vocalizations vary from culture to culture.
Clarify	
Ask questions to confirm what the speaker has said. Not only will this help you understand, but it also may help the speaker examine his/her own perceptions.	Example: "Could you tell me which of those things happened first?" "I'm still not sure I understand why that made you so upset. Could you explain again?"
Restate	
Repeat in your words what the speaker has said. This shows you are listening and helps check for facts and meaning.	Example: "So she said she would call back and then she called two days later."
Reflect	
Tell the speaker what you think he/she is experiencing. This can lead the speaker to be more expressive. It also provides a way to check the accuracy of your perceptions.	Example: "You said what she did hurt a lot. It sounds like you really felt humiliated. Do I have that right?"
Summarize	
Reiterate the major ideas, themes, and feelings the speaker has expressed. This provides review and a basis from which to continue the dialogue.	Example: "So the main problems you have with this are…."
Validate	
Show appreciation for the speaker's efforts; acknowledge the value of talking; affirm your positive feelings about being part of the dialogue.	Example: "I'm really glad we're talking." "It makes me feel good that you confided in me."

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.01 Use a decision-making and a problem-solving model.

GRADE: 9-12

OUTLINE: Students select real life problems that are troubling them to apply the information on the attached "Decision-Making Model" information sheet.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates "Decision-Making Model" to students; makes assignment; facilitates and monitors.

COUNSELOR: Counsels those students for whom this exercise raises concerns and issues.

PARENT: Shares with his/her student those family decisions that have been most important; talks about different methods for solving problems or making decisions.

COMMUNITY: Resource speakers on decision-making or on specific decisions that the community must make or suffer the consequences for ignoring.

EVALUATION:

- Students experience making a real life decision, using a valid decision-making model.
- Students serve as peer helpers for each other.
- Students write about the process of decision-making in their journals.

8.01 ATTACHMENT

MAKING DECISIONS

Decision-Making Model

Steps	Task
I. Define the problem	State the problem clearly and accurately
II. Identify the alternatives	• Read newspapers and magazines. • Ask other people for their ideas. • Make a list of alternatives.
III. Study the alternatives	• Identify risks and benefits. • Look at short-term and long-term outcomes.
IV. Apply decision aids	• Judgment • Interviews • Discussions • An evaluation of possible effects • Scenario writing, role playing, simulations
V. Make a decision	Choose one of the alternatives.
VI. Carry out the decision	Put the decision into action.

Continued

1032

1033

8.01 ATTACHMENT

MAKING DECISIONS Continued

I. Define the problem
The hardest part of decision making is defining the problem. For example, people driving to work each day may be causing terrible traffic jams. This is a problem; however, buses are not available to most of these workers and there is no light rail system. The problem is really that driving is the only way people can get to work.

II. Identify the alternatives
List as many ideas as you can. Be creative. (Brainstorming works great here.) For example:

- Provide more buses.
- Build a light rail system.
- Put helicopter-landing pads on roofs of office buildings.

III. Study the alternatives
Some ideas may be too difficult to carry out; some may be too expensive. Some light rail, for example, might harm the land. For each alternative, identify the risks and benefits and look at the short-term and long-term outcomes. Then decide if it is a good idea.

IV. Apply Decision Aids
There are many methods for making decisions. Some are fairly easy to use. Some require complicated mathematics and computers. Here are some methods you can use:

- Judgment: Based on what you know about the problem and on your own experiences.
- Interviews: Presents an opportunity for you to ask others (students, teachers, parents....) what they know and think about the problem. They can share their knowledge and experiences.
- Discussions: Create opportunities to talk and share facts and opinions about problems with group members.
- Evaluation of possible effects: Allows you to chart or diagram the consequences as lists of doing or not doing something right now or in the future. It lets you list next to each consequence the risks and benefits of each action.
- Scenario writing, role playing, and simulations: Allow you to explore new or different ideas. They provide opportunities to become actively involved in the problem.

V. Make a decision
Select the solution you think is best. (You can change your mind and select another if this one is hard to carry out or just doesn't work.)

VI. Carry out the decision
Do whatever is necessary to put your idea into action. (For example, call the mayor, collect money, and talk to business people.)

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.02 Understand consequences of decisions and choices.

GRADE: 9-12

OUTLINE: Students will describe the consequences of their decisions and choices. Role play the following scenarios:

- A student works each afternoon during his/her high school years to save money for his/her college tuition. Consider the ripple effect as it includes parents, friends, activities, and the student himself/herself.
- Three students set a small fire as a prank; however, it begins a really large conflagration that envelops two houses. Consequences?
- One student in the ninth grade determines to graduate as the class's valedictorian. Choices?

STRATEGIES/ACTIVITIES:

TEACHER: Define consequences; review decision-making; review interpersonal skills as they relate to decision-making.

COUNSELOR: Serves as resource for students, parents, and teachers.

PARENT: Congratulates his/her child for using the decision-making model; discusses family decisions which have far-reaching consequences.

COMMUNITY: Politicians, agency representatives, and other people with experience in making formidable decisions can present their situations and points of view. They also could observe the role playing to evaluate the conclusions.

EVALUATION:

- Students will experience exercises in reflective decision-making.
- Students can videotape scenarios to discuss different outcomes.
- Students participate in peer helping to increase their interaction skills.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.03 Debate alternative solutions to a problem.

GRADE: 9-12

OUTLINE: Students in groups will brainstorm about a school problem. They also will use the decision-making guide [Attachment to 007.21] as a tool. They will record the list of suggestions so that they can deliver it to people who can make the decisions—or will commit to implementing the most likely alternative solution themselves.

STRATEGIES/ACTIVITIES:

TEACHER: Assists, facilitates, and monitors groups; reviews brainstorming strategies .

COUNSELOR: Shares resources; counsels students with issues and concerns growing from this exercise.

PARENT: Discusses alternative ways to solve problems; reveals situations in which she/he needed decision-making and brainstorming skills to reach a workable decision.

COMMUNITY: Present community issues that require sound decision-making; lead students in decision-making and brainstorming models.

EVALUATION:

- Students file in their portfolios the decision-making and brainstorming information sheets.
- Students commit to a plan for action as a result of practicing decision-making about a school problem.
- Students continue to use the models in other situations.

8.03 ATTACHMENT

BRAINSTORMING

About Brainstorming
In brainstorming, the goal is to uncover ideas, not strive for order and coherence. Being concerned with organization and details at this stage slows down our writing and inhibits our thinking. Effective brainstorming keeps pace with our roughest and happens quickly and freely. **CAUTION:** When we write in complete sentences, we often follow the initial idea and thus may eliminate the possibility of new ideas. Sometimes our best thoughts are buried beneath our initial, obvious thoughts.

Brainstorming allows us to capture all of our thoughts. It also takes the pressure off because we don't have to get it right—the outcome isn't permanent. In the end, it also allows us to see all of our thoughts at once. We can then see the "big picture" and not get trapped in the mire of little words.

The Basic Rules of Brainstorming

- Relax.
- Write as fast as you can.
- Write in any order.
- Free-associate ideas.
- Write down all ideas.
- Keep writing.
- Don't worry about spelling.
- Don't worry about organization.
- Don't worry about word choice.

Continued

8.03 ATTACHMENT

Five Brainstorming Techniques

1.Key-Word: Place your topic at the top of a sheet of paper. Write down all of your ideas. Continue to focus on your topic, but try to let your thinking go. Write key words only—just enough to be able to retrieve the thought in the future. Write as fast as you can. Write in list form [Remember, don't worry about spelling, word choice, and appropriateness]. Get as many ideas on paper as quickly as possible.

2.Mind Mapping: Very useful when developing presentations or papers where you know what the major topics or general areas are in advance. Place each of the general topics at the top of a separate sheet of paper and brainstorm each of them using the key-word technique. Mind mapping allows lengthier topics to be broken into more workable pieces. NOTE: Always include a miscellaneous page for those ideas that seem to fit but you don't know what to do with at that moment.

3.Sticky Notes: Place your topic at the top of a sheet of paper, then begin brainstorming, placing one idea on each of the sticky notes. Fill the page with these sticky notes. When you're finished with brainstorming, you easily can experiment with a variety of organizational formats by merely moving the sticky note. NOTE: This format can be adapted in a large group that is brainstorming to the use of a wall or chalkboard.

4.Galaxy: Place your topic at the center of the page (universe). Write your first bright idea, circle it, and connect it to the center. Write your next idea and circle it. If it is related to your first idea, draw a line connecting them. If not, connect it to the center. Sometimes we get a starburst of related ideas, where one topic triggers a number of other ideas. Each idea becomes a star, stars may have planets; and planets may have moons. Soon, you'll have a whole Galaxy of ideas.

5. Free-Sketch: Begin with a picture or a drawing of an idea. By looking at the drawing or sketch, you sometimes begin thinking of a variety of ideas. Jot all of your ideas down. Draw line, move quickly, doodle, and experiment. Anything that comes to mind is okay.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.04 Develop effective coping skills for dealing with problems.

GRADE: 9-12

OUTLINE: Students read "How Students Can Cope with Stress." Their task is identify with one of the stressing situations and, then, to visualize a positive conclusion/ solution.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates information sheet; gives students assignment.

COUNSELOR: Assists teacher and students with resources; counsels students whose investigation of coping skills raises issues and concerns.

PARENT: Models coping skills through behaviors involving a healthy lifestyle; knowing himself/herself; celebrating successes and having fun; talks with his/her child about coping skills.

COMMUNITY: Mental health professionals assist the teacher and counselor in teaching the skills; administer tests for coping skills so that students can assess themselves.

EVALUATION
- Students assess themselves.
- Students hone peer helping skills—in group or individually.
- Students write in journals.
- Students must recall at least four different coping skills on a review test.
- Students discuss issues in group.
- Students take a self-assessment.

8.04 ATTACHMENT

HOW STUDENTS CAN COPE WITH STRESS

- Change the source of the stress. Do something else for a while. Put down those study notes and jog for an hour.
- Confront the source of the stress. If it is a person, persuade him or her to remove the stress. Ask the teacher for an extension on a project. Sit down with the person driving you crazy and talk about ways you might better work together.
- Talk about the source of stress. Rid yourself of frustration. Find a good listener and complain. Talk through possible solutions.
- Shift your perspective. Tell yourself that each new situation or problem is a new challenge, and that there is something to be learned from every experience. Try to see the humorous side of the situation.
- Learn skills and attitudes that make tasks easier and more successful. Practice effective organization and time-management skills. For example, large projects are easier and less overwhelming when broken down into manageable steps. Learn to type and revise assignments on a word processor. Learn about yourself and your priorities, and use the information to make decisions. Learn how to say "no" gracefully when someone offers you another attractive (or unpleasant) task about which you have a choice. Tell yourself that this unpleasantness will be over soon and that the whole process will bring you closer to reaching your goal. Mark the days that are left on the calendar, and enjoy crossing out each one as you near the finish.
- Take time out for enjoyable activities. Everyone needs a support system. Find friends, teachers, or relatives with whom you have fun. Spend time with these people when you can be yourself and set aside the pressures of school, work, or difficult relationships. As a reward for your efforts, give yourself work breaks. Listen to your favorite music, shoot baskets, or participate in some other brief activity that is mentally restful or fun.
- Ignore the source of the stress. Practice a little healthy procrastination and put a pleasant activity ahead of the stressful one. This, is, of course, only a short-term solution.
- Get regular physical exercise and practice sound nutrition. Physical activity not only provides time out, but also changes your body chemistry as you burn off muscle tension built up from accommodating stress. Exercise also increases resistance to illness. Nutritious food and regular meals help regulate your body chemistry and keep you functioning at your sharpest. Eating healthy and attractively prepared food can be an enjoyable activity on its own.

Unhealthy Ways Students Cope with Stress

- Escaping through alcohol, drugs, frequent illness, sleep, overeating, or starving suggests permanent withdrawal or avoidance rather than time outs.
- Selecting to exercise little or no effort in response to a challenge—academic or otherwise.
- Aiming too low.
- Overscheduling daily life so that the only possible way to get everything accomplished is through super human effort.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.05 Demonstrate when, where, and how to seek help for solving problems.

GRADE LEVEL: 9-12

OUTLINE: Students brainstorm the people or groups to whom they generally turn for help and support and create a list of support people. Next, they take the "Life Stress Test" and score themselves. If their scores indicate Medium Susceptibility or higher, they construct individual action plans for their particular problems.

STRATEGIES/ACTIVITIES:

TEACHER: Reviews group dynamics; reviews brainstorming; disseminates "Life Stress Test" and emphasizes that the item does not need to happen directly to the student but simply within his/her family.

COUNSELOR: Shares resources; counsels students with issues arising from dealing with problems; refers student to a therapist when the issue is larger and more complex than a counselor-educator is trained to handle.

PARENT: Reflects to his/her student the indicators which suggest stress and related problems in the student's life; suggests that student seek help from counselor or some other support person; offers love and support.

COMMUNITY: Mental health professionals, doctors, and counselors provide affective or cognitive therapy for the student when the problems indicate outside intervention.

EVALUATION:

- Students create a list of helping individuals.
- Students become aware of the stressors in their lives.
- Students realize when their problems indicate the need for support and intervention from helpers.

8.05 ATTACHMENT

LIFE STRESS TEST

In the past 12 months, which of the following major life events have taken place in your life?

- Make a check mark next to each event that you have experienced this year.
- When you're done, add up the points for each event.
- Check your score at the bottom

_____	Death of spouse	100
_____	Divorce	73
_____	Marital Separation	65
_____	Jail Term	63
_____	Personal injury or illness	53
_____	Marriage	50
_____	Fired from work	47
_____	Marital reconciliation	45
_____	Retirement	45
_____	Change in family member's health	44
_____	Pregnancy	40
_____	Addition to family	39
_____	Business readjustment	39
_____	Change in financial status	38
_____	Death of close friend	37
_____	Change to a different line of work	36
_____	Change in number of marital arguments	35
_____	Mortgage or loan over $10,000	31
_____	Foreclosure of mortgage or loan	30
_____	Change in work responsibilities	29
_____	Trouble with in-laws	29
_____	Outstanding personal achievement	28
_____	Starting or finishing school	26
_____	Change in living conditions	25
_____	Revision of personal habits	24
_____	Trouble with boss	23
_____	Change in work hours, conditions	25
_____	Change in residence	20
_____	Change in schools	20
_____	Change in recreational habits	19
_____	Change in church activities	18
_____	Mortgage or loan under $10,000	17
_____	Change in sleeping habits	16
_____	Change in number of family gatherings	15
_____	Change in eating habits	15
_____	Vacation	13
_____	Christmas season	12
_____	Minor violations of the law	11

_________ **Your Total Score**

This scale shows the kind of life pressure that you are facing. Depending on your coping skills or the lack thereof, this scale can predict the likelihood that you will fall victim to a stress related illness. The illness could be mild—frequent tension headaches, acid indigestion, loss of sleep—to very serious illness such as ulcers, cancer, migraines and the like.

Life Stress Scores

0—149
Low susceptibility to stress-related illness

150—299
Medium susceptibility to stress-related illness

Learn and practice relaxation and stress management skills and a healthy well lifestyle.

300 and over
High susceptibility to stress-related illness

Daily practice of relaxation skills is very important for your wellness. Take care of it now before a serious illness erupts or an affliction becomes worse.

1997 Dr. Tim Lowenstein

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.06 Use conflict resolution skills.

GRADE LEVEL: 11-12

OUTLINE: Students will read in "Negotiation Skills" information. They will role play the negotiation process by using situations which are devised by them from past or present conflicts.

STRATEGIES/ACTIVITIES:

TEACHER: Provides information sheet; facilitates the groups as they devise the role playing situations; redirect or refocus role plays which seem to miss the mark about compromise and win-win.

COUNSELOR: Shares resources.

PARENT: Encourages his child to use negotiation skills in resolving family conflicts; uses the skills himself/herself in family conflict resolution.

COMMUNITY: Mediators or frequent negotiators speak to the class about the strategies which most often work for their situations.

EVALUATION:

- Students retain information about negotiation skills.
- Students choose real life situations to role play in conflict resolutions.
- Students practice conflict resolution.
- Students engage in peer helping.

8.06 ATTACHMENT

NEGOTIATION SKILLS

Whenever you're problem solving, the journey that gets you to the answer is at least as important as getting the answer. Since negotiation is problem solving and conflict resolution, do remember that it is first and foremost a process, not an event.

Below are the eight fundamental steps in the process of negotiation. Note that only steps five and six involve the actual discussions for resolving the problematic issues. The set-up and wrap-up to the solution finding are just as vital for ultimate negotiation success, so follow all the steps carefully.

1.What am I doing? Doing some homework on your own

2. To whom am I really talking? Getting to know the other side

3.About what are we negotiating? Defining the issues

4.For what are we negotiating? Establishing goals

5.Where do we disagree? Getting discussions under way

6.What can we do about it? Reassessment and compromise

7.How do we wrap things up? Agreement, affirmation and follow through

8.What could I have done differently or better? Looking back and learning

Continued

8.06 ATTACHMENT

NEGOTIATION SKILLS Continued

Tips about the Eight Fundamental Steps That I Should Know

1.What am I doing? Reflecting to be absolutely clear about what is important to me and what I have on my side
- What are my goals? Positions? Underlying interests?
- What are my temperament, personality and style when dealing with people and problems?
- What information do I have about the issues? What do I still need to know?
- What are my strongest points? My weaknesses? Counter-arguments?
- What are the worst, neutral and best solutions I can expect?
- What is my best alternative to a negotiated alternative? How much incentive is there for me to negotiate? How much power do I have to walk away? What do I have to fall back on if the solution isn't found?
- What's the context for this problem? What led to and lead from this conflict and its resolution? Short-term and long-term consequences?
- What are some of the issues that come to mind? Are there any advantages to splitting or combining issues?
- Any time constraints or other limitations on my part.

2.To whom am I really talking? [REMEMBER: Not an enemy but a competitive partner?]
- Understanding my competitive partner before tackling the issues so that I separate the person from the problem.
- Realizing that I must learn to see things from different points of view if I hope to be a good negotiator. Am I able to see myself as others see me?
- Setting-up the negotiating environment so that I'm sitting on the same side as my competitive partner so that it doesn't appear to be me versus you.
- Showing respect and keeping an open mind. Being flexible.

3.About what are we negotiating?
- Getting all the relevant facts straight. Making sure that the other side and I are on the same page.
- Ranking issues in terms of importance on the negotiation agenda.
- Identifying problems in a neutral and mutually agreeable way .

4.For what are we negotiating? A Win-Win situation:
- Separating opposing interests from positions.
- Thinking about the 5 basic outcomes.
- Win-Lose: Most competitive outcome.
- Win-Win: Both sides have very important issues.
- Compromise: Meeting in the middle so both needs are met.
- Avoidance: Indifference of/for any needs.
- Accommodation: Yielding to the other side because my issues are really not as important as theirs.

Continued

8.06 ATTACHMENT

NEGOTIATION SKILLS Continued

5.Where do we disagree?

- Finally, getting down to tackling the issues and ideas that I have spent so long preparing for and understanding
- Remembering that negotiation discussions are not a test of power but a chance to reveal needs
- Disagreeing if I have a new avenue for discussion that will keep the talks moving.
- Communicating effectively: Speaking, listening, and understanding
- Speaking
- Being honest
- Being assertive—not aggressive
- Being calm and concise
- Not being patronizing or demeaning
- Listening and understanding
- Paying attention when the other person speaks
- Giving feedback
- Maintaining eye contact
- Pondering the implication of what is being said
- Being aware of nonverbal messages because they can contradict what your mouth says
- Using humor to reduce tension
- Never telling a lie
- Showing that you are reasonable by not getting angry when the other side is venting

6.What can we do about it?

- Assessing the trade-offs and determining what is fair
- Making decisions based on objective criteria and principles, not emotion or stress.
- Avoiding rushing or panicking
- Going for a compromise if a win-win becomes impossible
- Seeking the help of a mediator
- Using transitional words such as "What if…" "How about…" "Let's try….
- Analyzing negotiations constantly so that I know when to walk away because the negotiations are not worth continuing

7.How do we wrap things up?

- Making sure that everyone understand what has been agreed to
- Being explicit about the terms of the agreement
- Writing down and signing the terms of the agreement
- Holding up my end of the bargain
- Shaking hands as a sign of commitment

8.What could I have done differently or better?

- Reflecting on my negotiating and figuring what went well and what didn't
- Understanding the dynamics at work and examining events in hindsight
- Determining what I can do differently next time so that I become better at solving problems in a civilized way

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.07 Demonstrate a respect and appreciation for individual and cultural differences.

GRADE LEVEL: 11-12

OUTLINE: Students read "Cultural Diversity."
Students determine a way that they differ from a cultural norm and write an essay in which they visualize/project a process they would endorse in order to be a team member on-the job.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates "Cultural Diversity;" leads students in review of or definition for all salient terms; assigns the essays and determines its rubric and parameters; shares rubric with students.

COUNSELOR: Shares resources; counsels students with problems or issues arising from this process.

PARENT: Practices and teaches his/her child tolerance for different points of view as well as for different ethnicities, genders, religions, nationalities, politics, etc.

COMMUNITY: Panel of community citizens representing aspects of cultural diversity speaks to classes about "fitting in," accommodations they have made willingly; accommodations they cannot make; outcomes.

EVALUATION:
- **Students recognize elements that indicate cultural diversity.**
- **Students visualize themselves as culturally different and must project their willingness to accommodate and compromise—in some situations.**
- **Students analyze their beliefs and feeling in order to write the essay.**

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8.07 ATTACHMENT

CULTURAL DIVERSITY

Introduction

It is becoming increasingly clear in the workplace that employees are demanding more out of their work environments. They want more than equal pay, health care and flex time. They want to work in places where their "people needs" are met, where promotion is based on merit and where everyone is treated equally and fairly—regardless of skin color, sex or language differences. They want a place where co-workers don't shy away from diversity, but use it to build better and more profitable working relationships.

The Ideal

How often do you hear people brag about their workplace and how excited they are to work there? Of course some do, but studies show that less than 20 per cent of all workers (including executives) are thrilled by the prospect of putting in a 40-hour work week.

Their major complaint? They don't feel appreciated, understood or valued; they often feel worthless and usually they figure the company and most of their co-workers couldn't care less if they were hit by the morning train.

When you consider that the whole idea of an organization or company is to bring people together to help accomplish worthwhile goals and mutual profit, you can imagine how much more would get done if people feel warm and fuzzy about their work environment. If companies and workers created an environment where they valued and supported each other, there would be a lot more happy campers out there.

Easy? Maybe not, but creating an excellent organization is quite possible, if uncommon. It means that people pay attention to the issues and needs of their co-workers. They try to be sensitive, understanding and look for workable solutions around difficult problems. They treat people with the same respect and attitude that they themselves would like to receive.

Stereotyping

Almost universally, the "ideal" workplace is defined as one where employer flexibility and respect are given to all employees. Unfortunately, stereotyping sometimes gets in the way of this goal. Although the workplace has become very diversified over the past few decades, many people still feel there is a cloud of insensitive corporate culture hanging about.

You would think that in the 21st Century, jokes aimed at women or ethnic minorities would be things of the past, but this is not the case. People still tell stories that single one group or another or jokes which put down people of different ethnic cultures.

If you talk to anyone in human resources (Personnel Department), you will very quickly find out that the level of tolerance for that sort of stuff is nil. It may get you fired, and it certainly doesn't do a whole lot for employee relations.

This information is especially important to employers because losing an employee due to relationship hassles can be an expensive proposition. Not only does it cost to hire and train new people, it costs big in employee morale. It tells the people who work there that their employer is not sympathetic to their needs and it serves to divide the workers further.

Continued

8.07 ATTACHMENT

CULTURAL DIVERSITY Continued

People Power

In a number of national studies, a major complaint of employees is that they are not given the opportunity to use all of the talent they are willing and able to offer. Many feel their employers and co-workers see them as a "position" and that they should stay in their place and only do what they are told to do.

Most people run complicated households or perhaps have a hobby or special interest which gives them added skills. Yet, all too often employers tend to overlook such talents and life experiences. Many organizations don't make use of a suggestion system, let alone ask their employees for ideas on how to improve the work they do or the environment they work in.

There is a vast reservoir of untapped energy, talent and insights found in a diverse workforce which, when properly applied, can greatly improve productivity and reduce workplace tension. Discovering the full value of the people you work with makes good business sense.

Image

Ask yourself, "What would I like the customers and the people who work with me to think about me? How would I like them to feel and what would I like them to say about me?" Everyone has an "image" and, in most cases, it is acquired through your dealings with other people.

Image is a fragile but important part of the job. People who are likable--that is those who show tolerance, understanding and compassion—generally have a good company image. On the other hand, back stabbing, gossip, racism or sexism lead to failed work relationships and hurt your chances of winning a promotion.

The next generation could use some positive examples to show them there's more than a dog-eat-dog world out there. Learning how to adapt to workplace diversity can be a tremendous contribution to future generations who are looking and hoping for workplace harmony.

Everyone can play a role in making things better. It is just a matter of paying attention to "people needs" and taking steps to include sensitivity in your job description.

Work Teams Work

Excellent companies act on the belief that every organization is simply a reflection of its people. While skills are essential, it is communication and people skills which translate into true power.

There is an old school of though that says "If I work hard for me, the dollars will follow." Although we all have to look out for number one, there is incredible power in doing things for the benefit of all. People often get so focused on what they do as an individual that there is no time to think about the common goal.

Work teams are a fairly new concept in the workplace. The idea is that, by placing together workers from all areas of the company—including people from different cultural backgrounds, it opens the door to better understanding and, hopefully, better productivity. When team members are forced to work closely together, the most unlikely alliances can and do emerge.

Over the past decades, teams have become a way of life in virtually all of America's companies. Improved quality and customer service, fewer layers of management as well as increased employee morale are just a few of the selling points. Based on experiences, employers say that teams indirectly support an important workplace initiative—diversity.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.08 Indicate when peer pressure is influencing a decision.

GRADE LEVEL: 11-12

OUTLINE: Students read "Adolescence and Peer Pressure" and respond to one of the two tasks below:

- Read the article written by a Nebraskan who is a supporter of 4-H, a home extension scientist, and an adult. Respond to his ideas with your personal experiences to support or confront at least three quotes from the article.
- Read the article. Remember a positive peer influence that helped you make a decision. Were you aware at the time that they were helping/influencing you? Were other people as helpful? Explain in a journal entry or in a personal essay.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminate article; make writing assignment; facilitate and monitor the activity.

COUNSELOR: Share resources; counsel students with issues arising from this assignment.

PARENT: Read the article. Discuss with your child your feelings during his/her adolescence as she/he identified with his/her peers; in the light of his/her increased maturity, reveal the pride you have in his/her development as a responsible person.

EVALUATION:

- Student will write a journal entry or personal essay related to peer pressure.
- Student will reflect about his maturity since adolescence.
- Student will make connections with peer pressure and positive personal responsibility.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 8.09 Calculate long and short term goals.

GRADE LEVEL: 9-12 (With annual review)

OUTLINE: Students agree that short term goals might be accomplished in less than six months; long-term will take at least a year—probably longer. Each student will list in the matrix in the appropriately labeled columns at least five short-term goals and five long-term goals; the strategies, the materials, support people required, expected outcome, and date of task completion.

STRATEGIES/ACTIVITIES:

TEACHER: Make assignment and help class with definitions of short-term and long-term [the class may choose to alter the definitions above]; disseminate matrix.

COUNSELOR: Uses the matrix in a conference with the student, preferably before the deadline for short-term goals occurs

PARENT: Encourages his/her student to set goals and to have a plan for implementing the goals; shares goals that she/he has reached and missed.

EVALUATION:

- Student will have matrix of his short-term and long-term goals.
- Student will file matrix in his portfolio.

8.09 ATTACHMENT

SHORT - TERM GOALS

For ____

Date ________________________

Goals	Strategies	Materials or Resources	Support People	Expected Outcomes	Completion Dates

8.09 ATTACHMENT

LONG - TERM GOALS

For ______________________________ Date ________________

Goals	Strategies	Materials or Resources	Support People	Expected Outcomes	Completion Dates
	1072				1073

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.10 Evaluate alternative ways of achieving goals.

GRADE LEVEL: Second semester juniors, or first semester seniors .

OUTLINE: Students who are college bound will devise plan of action for three college acceptance possibilities: the first plan concerns being accepted at the college that is the"pie in the sky" choice, a school where they dream of going but seriously doubt being admitted. The second involves the college or university which represents some degree of challenge but not as much as the first choice. The last deals with the post secondary institution which almost certainly will offer admittance.

STRATEGIES/ACTIVITIES:

TEACHER: Makes the assignment; discusses the three levels of acceptance; disseminates a matrix for each student to fill and to file.

COUNSELOR: Provides profiles of colleges; assists with information packets for juniors and their parents; lends videos of the campuses for students' at-home viewing; writes recommendations and sends transcripts.

PARENT: Visits the campuses with his/her child and participates in any activities arranged for parents and prospective students; discusses family's financial situation with student; offers suggestions and opinions but does not overly emphasize any one school nor base all his/her hopes on his/her child's being accepted at the "Pie in the Sky" choice.

COMMUNITY: Lead alumni activities designed to acquaint students with particular schools; write letters of recommendation; serve as the representative from certain campuses which usually are a distance from the student's home [Sometimes local reps help with interview or essay issues].

EVALUATION:

- Student projects the possibilities inherent with his college applications.
- Student visualizes and plans for alternative goals...
- Student commits himself/herself to do certain things, depending on the schools where she/he is accepted.
- Student has a more nearly realistic view of the possibilities.
- Student analyzes his/her choices and chances, based on the degree of academic challenge she/he has exerted in high school.

8.10 ATTACHMENT

POST SECONDARY ACCEPTANCE GOALS AND DECISIONS

Take some time to consider not only the names of three post secondary institutions to which you will apply but also some of the individual differences, appealing characteristics, actions you must take if you are accepted, and family considerations. When you have completed the matrix, write realistic conclusions about your acceptance at each school.

Name	Does it offer the major I want to pursue?	Individual differences	Unique appeal	Academic Reputation	Costs? Distance to travel? Misc. expense?	Degree of academic challenge I must accept?	Other activities I anticipate at this school?	Graduate programs admissions?
Example: Harvard	No, but it's Harvard!	Oldest and most expensive school in the nation	Far from home, prestige, networking possibilities, Cambridge	#1	Big bucks! 650 miles? I haven't been there--yet! Frats	GPA=3.5... night and day studying	Cultural diversity, Crewing on yachts,	Great [but will I be among the graduates?]
	1076						1077	

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.11 Use persistence and perseverance in acquiring knowledge and skills.

GRADE LEVEL: 9

OUTLINE: Students create individual study schedules so they will succeed in the 9th grade.

STRATEGIES/ACTIVITIES:

TEACHER: Provides model schedules; teaches study skills such as note taking, time management, Pre-Mac Principle [Do the worst first]; facilitates.

COUNSELOR: Team teaches; serves as resource; counsels students whose grades are below C.

PARENT: Provides a quiet, well-supplied place for his/her child to study; offers to help by holding notes and asking questions or by editing [but not doing the corrections herself/himself].

COMMUNITY: Speak of the attributes they need in employees; advise students to earn more than a high school diploma; emphasize the necessity of one's being a lifelong learner.

EVALUATION:
- Students devise schedules for studying on a daily basis.
- Students make commitments to academic success.
- Students establish a tranquil, well supplied [computer, dictionary, thesaurus, pencils, paper, compass, graphics calculator, etc.] space to study.

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 008.00 Students will make decisions, set goals, and take appropriate action to achieve goals.

OBJECTIVE: 008.12 Develop an action plan to set and achieve realistic goals.

GRADE LEVEL: 10

OUTLINE: Students determine their career and educational goals and, subsequently, declare career majors that require more education than a high school diploma. Each student reviews his/her six-year plan annually with his/her counselor and a parent to determine whether she/he is on target to reach his/her goals; however, if she/he needs to make adjustments because of different interests or needs, she/he may change his/her six-year plan to fit his altered plans.

STRATEGIES/ACTIVITIES:

TEACHER: Familiarizes himself/herself with the curriculum for each career cluster and with graduation requirements for each course of study; facilitates and monitors.

COUNSELOR: Invites student and parent to at least one annual conference focused on educational and career plans; counsels student about the directions his/her interest inventory suggests for him/her; suggests community and work-based involvement so that student can gain experience in the career area she/he chooses.

PARENT: Attends career and educational conference with his student and the counselor; demonstrates interest in his/her child's six-year plan; talks with his/her child about the talents and strengths she/he observes in his/her child.

COMMUNITY: Develop high expectations for students' career and educational plans; announce company policies which mandate that unskilled workers not be hired; communicate that more and more companies expect entry-level workers to have an associate degree.

EVALUATION:

- Students create concrete maps to get them to their career and educational goals.
- Students use the support system that undergirds them: Administrators, counselors, teachers, parents, community people, business people.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.01 Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact).

GRADE LEVEL: 9-12

OUTLINE: Students will submit 4" x 6" information cards or school verification forms to their homeroom and classroom teachers. Information requested will be birth certificate name, date of birth, home telephone number, home address, emergency contact, names of parents, number of siblings, and other pertinent personal information. The 4"x6" cards can be shuffled to form groups, to determine who is to answer the next question, to record absences, or for other logistical and instructional purposes. Students print in black ink the requested information [or use a computer if enough stations exist for every class member].

STRATEGIES/ACTIVITIES:

TEACHER: Provides cards or forms on which the students prints the information; gives clear instructions about where personal information goes on form; uses the cards for forming teams, asking review questions; determining who addresses the class next, etc.

COUNSELOR: Might request duplicate copies if the student's name appears on his/her client list.

PARENT: Emphasizes the importance of student's knowing personal information; helps students to gather and learn the traditional information required on forms.

COMMUNITY: Insist that personal information gathered on forms be legible, written in black ink, and correct.

EVALUATION:

- Student has personal information at his command.
- Student demonstrates his ability to recall information and to record it neatly and according to directions.
- Student learns that printing is the accepted style, that black ink is the color for business, that pencil is used only when directions indicate it, that he should have all personal information memorized or recorded in an accessible place.

Continued

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.

GRADE LEVEL: 9, ELPS(Civics)

OUTLINE: Students participate in a year-long series of field trips and guest speakers to learn about the relationship between rules, laws, safety, and the protection of an individual's rights. They observe and hear complementary pairs: (1) District Attorney or criminal lawyer pairs with a recipient of Man of the Year [or a similar award bestowed on an outstanding community leader]. This session should be at the courthouse with a presentation of legal issues, followed by a tour of the facilities for trials/incarceration. The Man of the Year shares his goals and action plan for success [If he made some bad choices he's willing to share, fine; students might realize that a misstep or two does not necessarily end the quest]. (2) A stock broker/investment banker and a credit counselor present two sides of handling money. The stock broker/banker addresses saving modest sums monthly for a whopping retirement fund; the credit counselor, money and credit misuse. (3) Police officer in Juvenile Services and social worker from DSS addresses issues involving Protective Services for Children. These pair with a school psychologist and leaders in the Community Youth Council or similar organization for outstanding young people. 4) The final presentation is a panel of representatives from the various sites. These people would be requested to return by the students so that students' questions and issues could be addressed. Summative comments involving comparisons of behavior and individual rights conclude session.

STRATEGIES/ACTIVITIES:

TEACHER: Field trips; facilitates and monitors; teaches lessons on etiquette involved with invites speakers; sets-up trips and speakers.

COUNSELOR: Counsels students with issues and concerns arising from the series; supports teacher as a resource.

PARENT: Supports the series as enlightening for his/her child; talks about issues that concern his/her child; serves as a chaperone, if asked

COMMUNITY PEOPLE: See "Outline."

EVALUATION
- Students observe components of he community at work.
- Students understand not only the focal concepts but also how their choices influence their lives.
- Students write journal articles or personal essays after each experience.
- Students get to visit sites and meet with professionals who daily work with people who experience consequences of good or bad choices involving individual's rights.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.03 Compare the difference between appropriate and inappropriate physical contact.

GRADE LEVEL: 9 -10

OUTLINE: Students receive the school's handbook and bring it to class. They read the sections on Conduct and Violence. They role play appropriate and inappropriate contact. They discuss how they personally realize inappropriate conduct.

STRATEGIES/ACTIVITIES:

TEACHER: Assigns students to bring handbooks; helps with role playing tasks; facilitates discussion; monitors group dynamics.

COUNSELOR: Discusses consequences of inappropriate contact; meets with students with issues arising from this session; serves as a resource.

PARENT: Encourages student to read handbook; demonstrates respect for the student by not instructing him/her to conduct himself/herself in ways not approved in the handbook; works with the school authorities whose rules on physical contact are dictated by the school board and by legal limits.

COMMUNITY: School Board members speak at assembly or classrooms about the community expectations for school students' behaving appropriately.

EVALUATION:

- Students demonstrate understanding of appropriate and inappropriate contact through their role-plays and the subsequent discussions.
- In their journals or in personal essays, students analyze how they perceive appropriate or inappropriate conduct.
- A component of the analysis is students' indication of their responses to appropriate and inappropriate conduct. When they know which is which, what are their responses?

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.04 Demonstrate the ability to assert boundaries, rights, and personal privacy.

GRADE LEVEL: 9-12

OUTLINE: Students review "How Students Can Cope With Stress," "'I' messages," and "Negotiation Skills." They practice the skills used to assert boundaries, rights, and personal privacy by role playing the appropriate responses to other people who violate boundaries, obstruct people's rights, and invade personal space.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates copies of the articles above or instructs students to find in their portfolios the above documents which were attachments to 007.20, 008.04, and 008.06; facilitates and monitors class role-playing; redirects, if necessary.

COUNSELOR: Serves as resource; team teaches the activity with the classroom teacher.

PARENT: Communicates family expectations that his/her child respect the rights, boundaries, and privacy of others; models the expected behavior.

EVALUATION:

- Students demonstrate in their role plays their understanding of boundaries, rights, and privacy. Students establish class consensus of parameters-- for the role play concepts-- of boundaries, rights, and space.
- Students write reflections in their journals.
- Students react appropriately in class when these issues arise after the activity occurs.

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LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.05 Differentiate between situations requiring peer support and situations requiring adult professional help.

GRADE LEVEL: 9-12

OUTLINE: Students study the pertinent information about suicide and its prevention. Students receive the suicide information sheet with the accompanying statement that no one in the classroom is equipped to deal with suicidal people. The best help one can give a person talking of suicide or indicating suicidal behaviors is to refer them to adult professional help. Keeping suicide issues secret frequently results in permanent loss of friends!

STRATEGIES/ACTIVITIES:

TEACHER: Teacher disseminates information; monitors and facilitates in class discussion; advises people who have friends who are suicidal to make immediate appointments with the counselor so that referral to out-of-school help can be made ASAP.

COUNSELOR: Team teaches the concepts; informs students of the treatments available within the community care agencies; advises students that they are not breaking confidence of friends to tell counselors when friends are displaying suicidal behaviors.

PARENT: Communicates to child that suicide is a permanent solution to a temporary problem; conveys the devastation that suicide causes in families; encourages child to share issues that concern friends' lives and well being with a counselor or teacher.

COMMUNITY: Respond to the referral with haste and sound therapy; speak to school classes about the ramifications of suicide.

EVALUATION:

- Students will have information about suicide to which they can refer if suicide becomes an issue personally.
- Students will go to counselor with names of friends who are suicidal.
- If a suicide has occurred, friends of the victim should be counseled and encouraged to ventilate and get their feelings into the open—and also referred for outside interventions.
- Students take seriously suicidal threats.

8.09 ATTACHMENT

SUICIDE INFORMATION AND PREVENTION

A. Suicidal people express these problems frequently

1. Family
    - Changing because of abuse, alcoholism
    - Changing because of mental or physical illness of a family member
    - Changing because of other suicides within the family
    - Changing because of divorce or death
2. Lack of a peer group [Network of friends]
    - Isolated kids have higher tendency
    - Be really aware that suicidal person might be in trouble if a confidante moves, dies, or abandons the suicidal person.
    - Being willing to talk with the person about his problems truly helps!
    - Birth trauma: Direct correlation to suicide
3. Birth problems
    - Bonding problems
    - Lack of prenatal care
4. Depression [The risk of suicide increases with the onset of adolescence. When adolescence is coupled with depression, suicide is possible.]
5. Previous attempts at suicide: 75% of the people who commit suicide have made previous attempts to kill themselves
    - Males use more violent means; e.g., guns
    - Males talk about their emotions less
6. Societal acceptance of suicide
    - Suicide has lost its mistique
    - No big deal in some quarters.... Music reflects resignation and acceptance of suicide.

B. Evaluating Suicidal Tendencies

1. Is there depression plus one of these situations
    - Loss of relationship
    - Alcoholism, drug abuse
    - Early morning awakening; sleep disorders
    - Early morning blues
    - Eating habits of overindulgence or anorexia
    - Psycho motor agitation: People who are depressed have more accidents because the body system is dysfunctional
    - Antidonaia: Loss of pleasure
    - Chronic fatigue

Continued

8.09 ATTACHMENT

SUICIDE INFORMATION AND PREVENTION Continued

    - Feelings of worthlessness
    - Guilt or remorse
    - Poor thinking and slow rationalization leading to an inability to study and learn
    - Recurrent thoughts of death and/or suicide
2. Any other evidence of psychopathology present? Borderline personality + depression = high risk
3. Drug abuse or alcoholism?
    - Deadens sensation…feel no pain!
    - Removes inhibitions
    - Creates aggressive and violent behavior
4. Thoughts about themselves? Hopelessness + helplessness = violence [If a family member previously has committed suicide, be acutely aware that the dead person's suicide has removed the taboo; thus, making suicide an acceptable solution!]
5. Does the suicidal person give clues?
    - Sharing prized possessions out of the blue.
    - Making indirect statements: "You won't have me to push around."
6. What are the plans? Apply the **SAL** Test.
    - **S** – How specific are the plans? The more specific, the greater the risk.
    - **A** – Availability of means?
    - **L** – How lethal?

C. Preventing Suicide

1. Mobilize resources
    - Counselor
    - Person's family
    - Helping professionals
2. Formalize a plan
    - Insist that friend make a a no suicide pact with you. ("I will not harm myself or allow myself to be harmed." - May be short-term but it will enable you to get help.)
3. When someone calls to talk about committing suicide, act as if you have all the time in the world. Be a listener on the feeling level.
4. Do not push the person's buttons
    - "Go ahead! Who cares?
    - "You say this all the time?
    - "Call me when it's over."
5. Get help from police or other people to go to the location where the person is while you keep him on the phone.
6. Use the cell phone to dial 911 for help if you are alone.

LESSONS

CURRICULUM:	SCHOOL COUNSELING
AREA:	PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.06 Assess resource people in the school and community and know how to seek their help.

GRADE LEVEL: 9-12

OUTLINE: Students are given access to a community directory of resources--if one is available. Students realize that such a resource directory is available and that it is housed at school in specific locations. Whether a directory exists or not, students determine which resources they might need and create a personal resource list containing resource names, addresses, contact names, and phone numbers. [In towns without resource directories, students might use telephone books or interview helping personnel to inquire about recommended sources.] Students file the list in their portfolios and/or make a list for their pocketbooks, telephone books, or other sources of easy access.

STRATEGIES/ACTIVITIES:

TEACHER: Assembles resources; facilitates and monitors; makes suggestions or redirects.

COUNSELOR: Shares resources; makes additional suggestions about items to include.

PARENT: Commends student for being aware of need for easy access to community resources; requests a copy of the list for the household.

COMMUNITY: Make suggestions; give leads to students who make inquiries.

EVALUATION:
- Each student will have a list of community resources to access easily.
- Students analyze which resources to include, based on need.
- Students express their sense of security because the list is in their possession.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

GRADE LEVEL: 9-12

OUTLINE: Students receive the "PMI" information sheet. Using a personal problem or decision, students practice the PMI principle and determine the best course of action to take in solving the problem or in making the decision.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates PMI sheet; facilitates and monitors; offers another problem to solve using the PMI technique; assigns students the task to make into a personal decision making exercise.

COUNSELOR: Share additional decision-making techniques with the class and teacher.

PARENT: Commends the use of PMI; agrees to use it himself/herself; shares any techniques she/he has for making decision-making simpler and more concrete

COMMUNITY: Share techniques they use for decision making and problem solving.

EVALUATION:

- Students have the "PMI" information to file in their portfolios.
- Students report they use PMI successfully to help with solutions.

9.07 ATTACHMENT

PMI - PLUS/MINUS/INTERESTING

What is PMI?
PMI stands for 'Plus/Minus/Interesting.' It is a valuable development (by Edward de Bono) of the pros and cons technique used for centuries.

PMI is a basic decision making tool. When you are facing a difficult decision, simply draw up a table headed up Plus, Minus, and Interesting. In the column underneath the Plus heading, write all the positive points of taking the action. Underneath the Minus heading, write all the negative effects. In the Interesting column write the extended implications of taking the action, whether positive or negative.

Scoring your PMI table
You may be able to make a decision simply from the table you have drawn. Alternatively, consider each of the points you have written and assign a positive or negative score to each appropriately. The scores you assign can be entirely subjective. Once you have finished assigned point values, add the scores. A strongly positive score indicates that an action should be taken; a strongly negative, that the action should be avoided.

An example appears below:

Should I move to the big city?

Plus	Minus	Interesting
More going on (+5)	Have to sell my house (-6)	Easier to find a new job? (+1)
Easier to see my friends (+5)	More pollution (-3)	Meet more people? (+2)
Easier to get places (+3)	Less space (-3)	More difficult to get work done (-4)
	No countryside (-2)	More difficult to get to work?(-4)
13	-14	-5

TOTAL = -6....I'm happier living just outside the city!

De Bono, Edward, Serious Creativity, HarperBusiness, New York, US, 1992.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.08 Forecast the emotional and physical dangers of substance use and abuse.

GRADE LEVEL: 9-10

OUTLINE: Students will hear firsthand from a youthful offender who has hit bottom because of drug use. Many offenders do community service in order to inform other young people of the perils of substance abuse. Students visit an incarceration facility for youthful offenders to determine how many inmates consider drug and alcohol abuse to be relevant in their incarceration.

STRATEGIES/ACTIVITIES:

TEACHER: Coordinates with the agency providing the speaker; organizes a follow-up field trip to tour in prison or youth detention facility.

COUNSELOR: Shares resources; accompanies students to the site—either for the presentation or the tour of the prison facilities; counsels with students who have issues resulting from this activity.

PARENT: Encourages his/her child to take the activities seriously; accompanies as a chaperone, if possible.

COMMUNITY: Share resources; make referrals when teacher requests assistance in locating a speaker.

EVALUATION:

- Students compare the speaker's conditions with the ones they have.
- Students realize that consequences do not happen only to old, hardened criminals.
- Students reflect in personal essays or journals about their situations.
- Students demonstrate the seriousness of the presentation and field trip by their demeanor and attentiveness.

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.09 Compare ways to cope with peer pressure.

GRADE LEVEL: 9-10

OUTLINE: Students review "Final Words of Wisdom from the Experts," "How Students Can Cope with Stress" and "Adolescence and Peer Pressure." Also, they study "Components of Self-esteem." After the class summarizes the tools each person needs to make good decisions, students write personal action plans, choosing personal situations in which peer pressure is pushing them into uncomfortable—or worse—situations.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates "How Students Can Cope with Stress" and "Adolescence and Peer Pressure" [or reminds them that copies are in their portfolios] and "Components of Self-esteem;" facilitates discussion; makes the writing assignment; follows up with students whose essays reveal need for adult intervention.

COUNSELOR: Shares resources; counsels with students whom the teacher refers; provides additional materials.

PARENT: Models coping with peer pressure in his/her own life; encourages his/her child to learn all the people skills possible; commends his/her student when she/he makes good decisions regarding peer pressure.

EVALUATION:
- Students create personal action plans for coping with peer pressure.
- Students file the plans in their portfolios for future use.
- Students demonstrate better skills in coping with peer pressure.

1105

1104

Continued

9.09 ATTACHMENT

COMPONENTS OF SELF-ESTEEM

Self-image: A person's conception of himself or herself, his or her abilities, worth, etc.

Positive Self-image	Negative Self-image
Self-acceptance	Self-destruction
Self-respect	Self-defeating
Self-reliance	Self-inflicted
Self-control	Self-conscious
Self-confidence	Self-deception
Self-worth	Self-criticism
Self-discipline	Self-pity
Self-help	Self-hatred
Self-improvement	Self-denial
Self-love	Self-righteous
Self-protection	Self-mutilating
Self-preservation	Self-contempt
Self-sustaining	Self-abuse
Self-assurance	Self-humiliation
Self-discovery	Self-conceited
Self-expression	
Self-examination	
Self-satisfaction	
Self-starter	
Self-approval	

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.10 Create techniques for managing stress and conflict.

GRADE LEVEL: 9-12

OUTLINE: Students read "Stress Management" and practice the suggested techniques in group role playing.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates the document; helps form groups; monitors and facilitates.

COUNSELOR: Works with students who have not developed coping skills for managing stress and conflict.

PARENT: Encourages his/her child to learn and practice techniques for managing stress and conflict; models good techniques.

COMMUNITY: Commend those students who practice coping skills and self-control; stress the management techniques as among the most useful ones in a work place.

EVALUATION:
- Students retain copies of "Stress Management."
- Students demonstrate understanding of the techniques in their role plays.
- Students continue to demonstrate their understanding of the techniques by employing them in real-life situations.

9.10 ATTACHMENT

STRESS MANAGEMENT

Can we really learn to deal with the stressful pressures of relationships in our daily lives? Yes. But first there has to be something happening during these stressful relationships that you feel a need to change. Learning different ways of thinking can help you recognize actions and reactions that occur during even the most basic of communication between individuals.

So, how do you learn to manage stress? There are two main ways:

- Learn how to turn off the alarm system through various RELAXATION methods.
- Learn how not to turn it on unconsciously first.

Following are some methods to try during or after the next stressful event you find your facing. Remember, anything you can do that is the opposite of what the alarm system does will tend to disarm it.

Deep breathing: Try taking deep, slow breaths rather than the shallow, fast breaths we tend to take when stressed. This action can help to shut off the alarm—the feeling of breathlessness.

Muscular relaxation: Tensing and relaxing various muscle groups can work wonders. Try tensing your neck and shoulders, your shoulder blades, your forehead and eyes for a few seconds, then relaxing them. You can also combine this action with deep breathing by inhaling while you tense, then exhaling when you relax the muscles.

Progressive relaxation: Concentrate on relaxing your shoulders, then arms, then hands, then fingers, all the way down to your toes.

Visualization: Imagine a very peaceful scene, perhaps lying on the beach, floating in a fishing boat on a lake, or whatever pleasant experience you can envision. It can be a real place or an imaginary one. Try to feel and develop all your senses as you imagine being in this peaceful relaxing place. For instance, what do you see? What can you hear?

Our feelings and behaviors are largely caused by our thoughts. Do not blame yourself entirely for self-defeating thoughts. There are many contributing experiences we learn from while growing up, some of which can lead to stress later in life.

"It is how we talk to ourselves about what is happening now that controls us, says Dr. Rob Sarmiento, PhD. "For example, if you experienced abuse as a child, you may have developed a 'self-talk' that you are worthless. This underlying thought can be the belief that makes you depressed today, because in every difficult situation you already believe you are worthless and cannot handle the situation. Stress and depression will generally result from this thinking."

The good news is, we can learn to overcome these behaviors and develop a new self-talk that empowers us, helping us get beyond the bad experiences of the past. It means we have power over ourselves, so we do not have to be victims of the past or of present circumstance.

Continued

9.10 ATTACHMENT

STRESS MANAGEMENT *Continued*

The best way to manage stress in dealing with other people is to learn to change anxiety to concern. Concern means you are sympathetic to the situation, but you are refusing to take responsibility for the other person's circumstances.

The following questions—provided by Sarmiento, are things to ask yourself whenever you feel upset—for example, anxious, stressed, worried, depressed, angry, guilty, frustrated, embarrassed, insecure or jealous. When you are in a difficult situation with someone, try to take a few moments away from the situation and answer the following for your own peace of mind. Think of it as a reality check.

- What am I doing to create this situation?
- Are my emotions helping me or hurting me?
- What am I telling myself?
- Am I exaggerating or distorting?
- How likely are my worries?
- Whose problem is this anyway?
- Am I taking this too seriously? Too personally?
- Am I unrealistically demanding success? Approval? Control? Perfection? Certainty? Comfort? Fairness? My way?
- Do I need this or only want it?
- How can I think more realistically?
- Am I stewing rather than doing?
- What are my options?

Continued

9.10 ATTACHMENT

STRESS MANAGEMENT *Continued*

We all know that there are political games evolving in every environment, but did you know there are some rules to follow? These stress reduction rules correspond to the reality check questions, only these apply in an office [or school] setting.

- Keep it professional always.
- Play the game being played; not the one you want or think should be played.
- Do not make enemies. Do not burn bridges.
- Do not whine and complain.
- Do not intimidate superiors. Try to avoid going over your superior's head.
- Do not make others look bad.
- Do not criticize employees or bosses.
- Help others get what they want.
- Establish affiliations of mutual advantage with important people.
- Find common ground with others.
- Do not discuss personal problems.
- Selectively self-disclose.
- Do not assume anything will stay secret.
- Create win-win solutions
- Keep employers' perspectives in mind.
- Cultivate a positive, simple, accurate image.
- Force yourself to do difficult, uncomfortable or scary things.
- Be pleasant. Laugh and smile.
- Be assertive and tough when required, not aggressive.
- Do not oversell. Be natural. Develop your style.

By Julie Zagorski

LESSONS

CURRICULUM: SCHOOL COUNSELING
AREA: PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 009.00 Students will understand safety and survival.

OBJECTIVE: 009.11 Select coping skills for managing life events.

GRADE LEVEL: 9-12

OUTLINE: Students take or refer to the "Life Stress Test," Attachment to 008.05. They choose three events from the test which have occurred recently in their lives. Referring to the Attachment for 009.10, "Stress Management," they develop personal action plans for getting through stressful life events while using the stress management techniques.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates information documents; makes assignments; follows-up with reflections based upon analyzing/evaluating the action plans.

COUNSELOR: Helps stressed students to work through devising their plans of action; shares resources

PARENT: Encourages his/her child to work out action plans for stressful life events; models good decisions under stress; demonstrates that showing emotion does not mean one is bending under to the stress.

EVALUATION:

- Students visualize and plan for stressful life events.
- Students perceive that familiarization with procedures through visualization make the real events easier to handle.
- Students have three action plans.

1117

1116

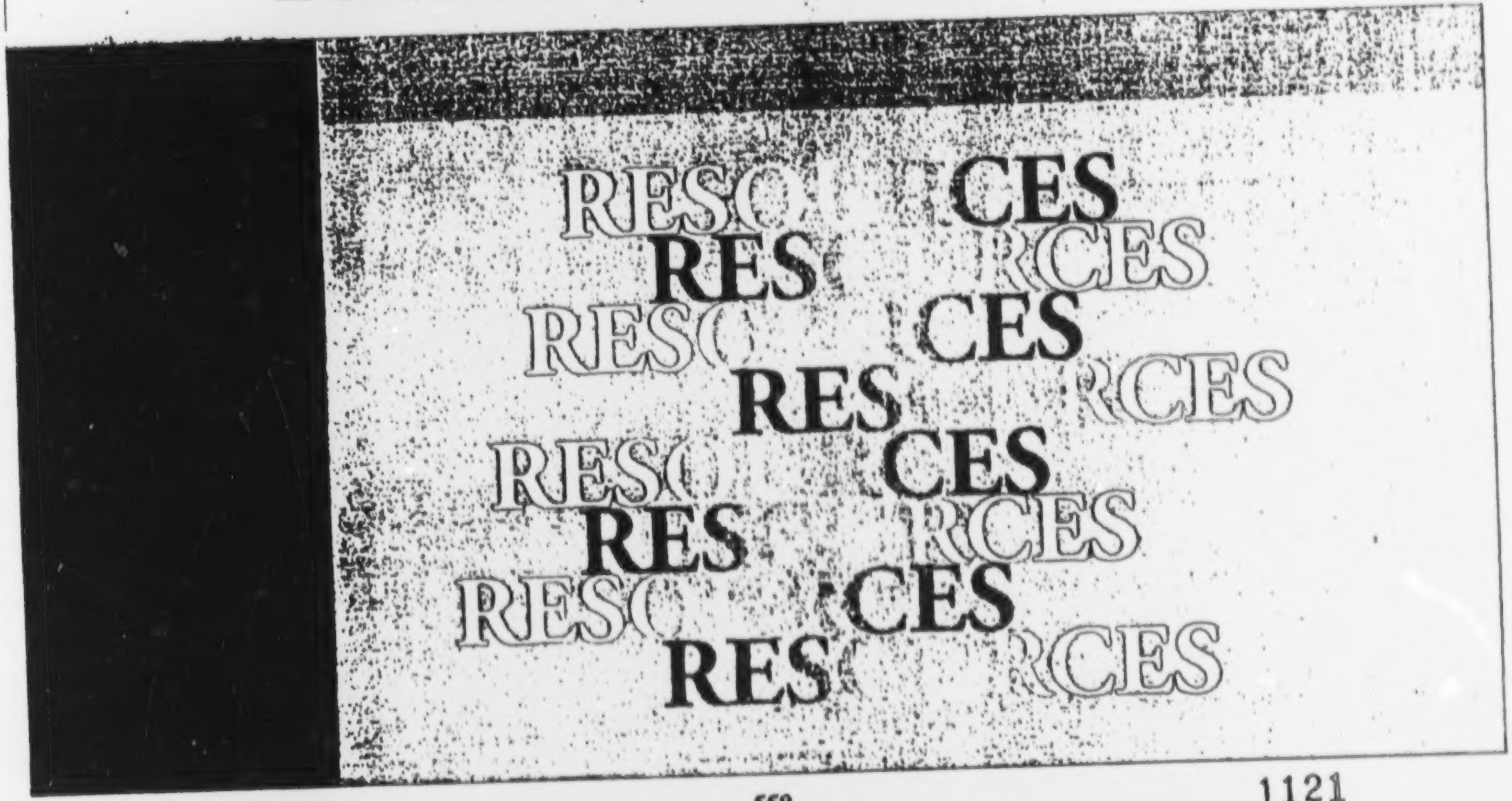
RESOURCES AND APPENDIX

Academic Development

Career Development

Personal/Social Development

ACADEMIC RESOURCES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NC MENTOR™

NCMentor™ is an Internet-based, integrated student services system designed specifically for the post-secondary educational institutions in North Carolina. The system aids prospective students in their college search, selection and application processes. NCMentor™ allows North Carolina colleges and universities to reach out to students on a state, regional or national level to help them prepare for the collegiate experience by providing them with an interactive medium through which to explore.

The Mentor Vision

To provide students a simpler, friendlier process for:

- Selecting a campus
- Planning to meet university entrance and academic requirements
- Applying for admissions and financial aid
- Understanding financial aid eligibility and opportunities
- Planning careers and job placement
- Establishing an electronic communication link directly between the student and campuses of interest

To provide campuses:

- A faster, more efficient, cost-saving method to process applications
- Increased access to more and better prepared students
- Direct communication with students

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NC MENTOR™

Student-Centered

An important aspect of the Mentor vision is to establish a student-centered rather than a school-based system one that has the greatest chance to reach students and attain a high rate of utilization. Students can access a Mentor system on any computer that has an Internet connection – at home, at school, at the library, at work – at no cost to them. NCMentor™ is student-centered in that it promises a one-on-one "mentoring" environment giving information and data specific to the user.

As a student-centered resource, there are several phases available for students, including

- Exploration – Gain an overview of higher education opportunities within a university, system or association. Begin to explore careers.
- Student Academic Portfolio – Create a personal academic portfolio as early as the eighth grade, and report academic achievement and progress toward meeting entrance requirements.
- Pre-application – Retrieve information concerning individual campuses to help select the campus of choice. Retrieve information to permit career planning.
- Application – Apply electronically to one or more campuses, pay required fees, etc., using electronic data transfer.
- Financial Aid – Receive an estimate of financial aid eligibility and award amount, and experience a simpler financial aid process. Perform scholarship search online and fill out the FAFSA on the Web.
- Electronic Mail – Connect, via free e-mail accounts, directly to specific departments at colleges or universities in North Carolina.

Customized

NCMentor™ is tailored to the needs and specifications of the public, private and community colleges of North Carolina. As opposed to "cookie-cutter" systems, a large part of a Mentor system's success is attributed the XAP Corporation development team listening to customers (both students and educational institutions' representatives) and communicating with those customers throughout the various stages of requirements analysis, design, and testing. Such open communication ensures that Mentor serves the needs of universities and students.

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NC MENTOR™

MENTOR™ FEATURES

NC Mentor™ contains the following primary features:

- Student profile database – Creates and maintains a private, multi-purpose database containing the student's data profile which the student completes and becomes able to send multiple applications and forms by merely pointing and clicking.
- Student planner – Assists students in planning to meet college and university admission requirements.
- Online applications – Makes it possible for students to apply to one or more campuses quickly and easily and allows campuses to receive information electronically, reducing the amount of time and effort required to process each application.
- Financial aid eligibility and opportunities – Provides estimates of eligibility and award amounts and links to other helpful sites, including those containing scholarship and grant information.
- Specialized search engine – Enables users of the web site to search for a given topic within specific campus web sites, the Mentor web site, or the entire Internet.
- Integrated parametric view of campuses (campus comparisons) – Ranks campuses in order of performance for the various parameters of interest to the student.
- Student-campus matching assistant – Assists students in determining which campuses best match their requirements.
- "Virtual" campus tours – Provides "virtual" tours and descriptions of campuses.
- Graphical interface to campus web sites (direct links) – Enables users to go to a specific campus home page quickly and easily.
- E-mail between students and campuses – Establishes direct communication between students and campuses.
- Career planning and Job Placement – Assesses students' aptitudes and interests, informs the student about careers and maps careers to majors and majors/programs to colleges.
- Frequently asked questions – Provides users with answers to many questions regarding the collegiate experience, including those concerning admissions, financial aid, student life, and academics.

NC MENTOR™

APPLICATION PROCESS

Admission Application

When students are ready to complete admission applications, the Mentor system can automatically complete applications and forms and sends them electronically to their appropriate destinations. In this manner, the students' applications can be electronically delivered from Mentor and automatically uploaded to the Student Information System of the selected campuses, thereby eliminating the need for manual data entry and enabling admission notification much sooner than with the traditional paper application. All required information is automatically checked for accuracy, consistency and completeness. Students may pay the application fee via check, fee waiver or credit card payment.

1 **Data entry by student - from home, school or library**

2 **Data is checked and coded by the PC using XApplication Software**

3 **Data is formatted to your SIS's (Student Information System) format by the Mentor Server**

4 **Data is automatically uploaded to your campus' SIS**

To see other Mentor systems in operation, please check out:

www.csumentor.edu
www.massmentor.edu
www.texasmentor.org

www.wisconsinmentor.org
www.illinoismentor.org
www.kentuckymentor.org

www.georgiamentor.org
www.nymentor.edu

1129

1128

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NC COURSE OF STUDY *Graduation Rquirements**

Content Area	**CAREER PREP** Course of Study Requirements	**COLLEGE TECH PREP**** Course of Study Requirements	**COLLEGE/UNIVERSITY PREP** Course of Study (UNC 4-yr college) Requirements	**OCCUPATIONAL***** Course of Study
English	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** Occupational English I, II, III, IV
Mathematics	**3 Credits** Including Algebra I	**3 Credits**** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I&II, OR Integrated Mathematics I,II,&III	**4 Credits** (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR IntegratedMathematics I,II,III, and a credit beyond Algebra II	**3 Credits** Occupational mathematics I, II, III
Science	**3 Credits** A Physical Science course, Biology, Earth/Environmental Science	**3 Credits** A Physical Science course related to career pathway (CP), Biology, Earth/Environmental Science	**3 Credits** A Physical Science course, a Life or Biological course (Biology), Earth/Environmental Science	**2 Credits** Life Skills Science I, II
Social Studies	**3 Credits** Government/Economics (ELPS), US History, World Studies	**3 Credits** Government/Economics (ELPS), US History, World Studies	**3 Credits** Government/Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements- US History & 1 elective)	**2 Credits** Government/US History Self-Advocacy/Problem Solving
Second Language	Not required	Not required**	**2 Credits** in the same language	Not required
Computer Skills	No specific course required; students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required; students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education
Career/Technical	**4 Credits In Career/Technical** Select courses appropriate for career pathway to include a second level (advanced) course **OR** **4 Credits In an Arts Discipline** Select courses appropriate for career pathway to include an advanced course	**4 Credits** Select courses appropriate for career pathway to include a second level (advanced) course	Not required	**4 Credits** Vocational education electives
Arts Education (Dance Music, Theatre Arts, Visual Arts)	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other requirements	**2 Elective Credits** and other credits designated by LEA **Proficiency on Exit Exam**	**2 Elective Credits** and other credits designated by LEA **Proficiency on Exit Exam**	**2 Elective Credits** and other credits designated by LEA **Proficiency on Exit Exam**	**Occupational Preparation: 6 Credits:** Occupational Preparation I, II, III, IV**** Elective credits/completion of IEP objectives/Career Portfolio-required/No Exit Exam
Total	Depends on local requirements	Depends on local requirements	Depends on local requirements	Depends on local requirements

*Effective for ninth graders entering for the first time in 2000-01.

**A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***This course of study shall be made available for certain students with disabilities who have an IEP, beginning with first time ninth graders in 2000-01. The state Board of Education approved this course of study for the APA process to begin.

****Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

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KEY PRACTICES OF HIGH SCHOOLS THAT WORK

Higher expectations	• Setting higher expectations and getting students to meet them.
Revising workforce Development courses	• Increasing access to challenging workforce/technical courses.
Revising academic Studies	• Increasing access to academic studies.
Challenging Program	• Guiding students to complete a challenging program of study with an academic core.
Work-based learning	• Providing access to work-based learning.
Teachers working	• Creating time for teachers to plan together.
Students engaged	• Engaging students as active learners in the learning process.
Guidance/Advising	• Implementing guidance and advising system.
Extra help and time	• Structuring a system of extra help.
Assessment and evaluation	• Using assessment to improve curriculum, school climate, organization and management.

GOALS OF HSTW

- To increase the mathematics, science, communication, problem-solving, and technical achievement and the application of learning, for students.
- To blend the essential content of traditional college preparatory studies- mathematics, science, and language arts – with quality vocational and technical studies by creating conditions that support school leaders, teachers and counselors in carrying out the key practices.

Southern Regional Education Board (SREB), *High Schools That Work* (HSTW)
592 Tenth Street NW, Atlanta, Ga. 30318 Phone (404) 875-9211 Fax: (404)872-1477

ACADEMIC DEVELOPMENT RESOURCES

PUBLISHERS

ACT Career Planning Services
Educational Services Division
Post Office Box 168
Iowa City, IA 52243
319-337-1566
404-231-1952

American Guidance Services
4201 Woodland Road
Circle Pines, MN 55014
800-328-2560

American Vocational Association
Department 93C
1410 King Street
Alexandria, VA 22314
800-286-9972

Career Communications, Inc.
6701 West 64th Street
Overland, Park, Kansas 66202
800-669-7795

Center on Education and Work
University of Wisconsin, Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
800-442-4612

Chronicle Guidance Publications
Aurora Street
Moravia, NY 13118
800-622-7284

COIN Education Products
3361 Executive Parkway, Suite 302
Toledo, OH 43606
800-274-8515

The College Board
Southern Regional Office
100 Cresent Centre Parkway
Suite 340
Tucker, GA
770-908-9734
sro@collegeboard.org

Consulting Psychologists Press, Inc.
Post Office Box 10096
Palo Alto, CA 94306
800-624-1765

Creative Educational Video
Post Office Box 66265
Lubbock, TX 79424
800-992-9965

Enter Here LLC
1620 Central Street
Evanston, IL 60201
800-577-2271

EDITS
Post Office Box 7234
San Diego, CA 92167
619-488-1666

Glencoe/MacMillion/McGraw-Hill
Regional Office –Southeast USA
6510 Jimmy Carter Boulevard
Norcross, GA 30071
800-983-3992

NC State Occupational Information
Coordinating Committee (NC SOICC)
Post Office Box 25903
Raleigh, NC 27611
919-733-6700

Orchard House, Inc.
46 Love Lane
Concord, MA 01742
800-423-1303

Peterson's Guides
Post Office Box 2123
Princeton, NJ 08543
800-EDU-DATA

Piney Mountain Press, Inc.
Post Office Box 86
Cleveland, GA 30528
800-255-3127

Psychological Assessment Resources, Inc.
Post Office Box 998
Odessa, FL 33556
800-331-TEST

Rick Trow Productions, Inc.
Post Office Box 291
New Hope, PA 18938
800-247-9404

Sunburst Communications, Inc.
Post Office Box 40
Pleasantville, NY 10570
800-431-1934

Wintergreen Orchard House
Riverside Publishing
425 Spring Lake Drive
Itasca, IL 60143
800-767-8420

RESOURCES

NC Mentor (Pathways Program)
UNC General Administration
P O Box 2688
Chapel Hill, NC 27515
ncmentor.org
919-962-1000

Student Athletic Eligibility
NCAA
P O Box 6222
Indianapolis, IN 46206
www.ncaa.org/eligibility
NCAA Hotline 800-638-3731

High School That Work Program
Southern Regional Education Board (SREB)
592 Tenth Street NW
Atlanta, Ga 30318
404-875-9211 Fax 404-872-1477

Learn NC – The NC Teacher's Network
School of Education
CB # 3500 , Peabody Hall
Chapel Hill, NC 27599-3500
www.learnnc.org
919-962-8888

North Carolina Independent Colleges
and Universities
879-A Washington Street
Raleigh, NC 27605
919-832-5817

Promotions and Standards
www.dpi.state.nc.us/
student_promotion/gradreg.

Gysbers, NC., & Henderson, P. (1994). Developing and managing your school guidance program (2nd ed.). Alexandria, VA: American Association for Counseling and Development.

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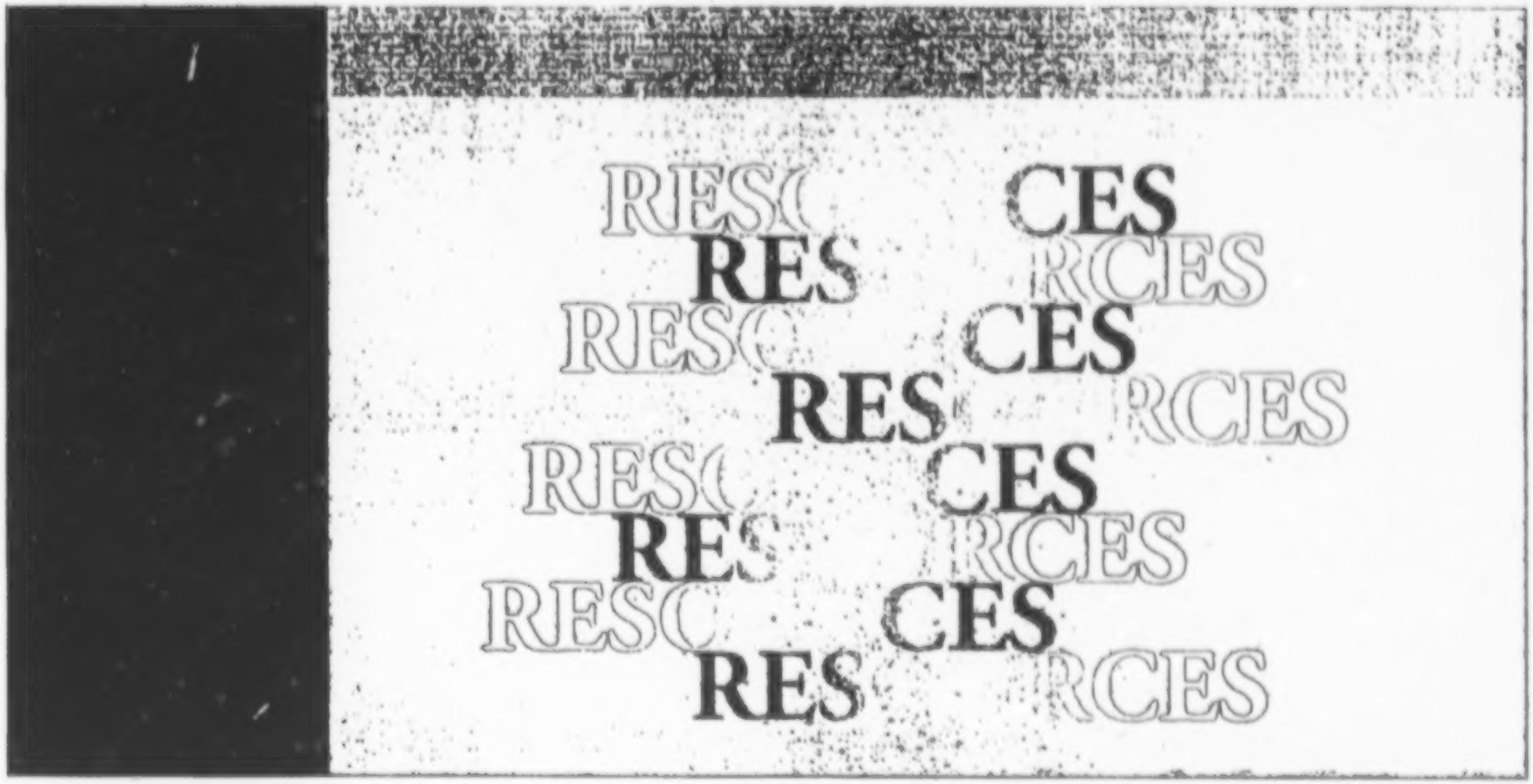
CAREER RESOURCES



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INTERNATIONAL CAREER DEVELOPMENT LIBRARY (ICDL)

The ICDL is an on-line collection of full-text resources for counselors, educators, workforce development personnel, and others providing career development services. The ICDL was designed by ERIC/CASS with collaboration and funding by the National Occupational Information Coordinating Committee (NOICC). Visit the ICDL at: http://icdl.uncg.edu>

The ICDL includes the following features:

- Full- text database of career development materials
- Customized search engine
- Interactive discussions of compelling career issues
- Original papers by experts in the field posted on-line
- An electronic library card with career information filtering properties
- Comprehensive list of links to quality career websites around the world
- Information and updates on related training registries
- Networking with colleagues around the world

CAREER DEVELOPMENT RESOURCES

RESOURCES

Bergin, J. J. (2000) The new job offer. In Pope, M., & Minor, C. W. (Eds.).*Experiential activities for teaching career counseling classes and for facilitating career groups*. Columbus, OH: National Career Development Association.

Crabbe, Anne Borland.(1994) *Toward active learning: Integrating the scans skills into the curriculum*. Hamlet: Richmond Community College.

Ettinger, J. M. (1996). *Improved career decision making in a changing world*. Garrett Park, MD: Garrett Park.

National Alliance for Partnerships in Equity
3105 South Street, NW
Washington, DC 20007

NC SOICC (State Occupational Information Coordinating Committee)
P O Box 25903
Raleigh, NC 28611
919-733-6700

- NC Career Choices Tabloid and User's Guide
- The REAL Game
- NC Career Explorer on the Internet
- NC Careers 2000

International Career Development Library (ICDL)
ERIC Clearinghouse for Counseling and Student Services at The University of North Carolina at Greensboro (ERIC/CASS)

NORTH CAROLINA WEB RESOURCES

NC Careers 2000
www.nccareers.org

NC Community College System
http://www.ncdcc.cc.nc.us

NC Department of Commerce
http://www.commerce.state.nc.us

North Carolina Business Committee for Education
www.ncbce.org

North Carolina Department of Labor
www.dol.state.nc.us

NC Department of Public Instruction
http://www.ncpublicschools.org

North Carolina JobReady
www.jobready.state.nc.us

NC Employment Security Commission
http://www.esc.state.nc.us

University of North Carolina System
http://www.ga.unc.edu

Career Key
http://www2ncsu.edu/unity/lockers/

SCHOOL TO WORK WEB RESOURCES

National Skill Standards Board
www.nssb.org

School-to-Work Internet Gateway
http://www.stw.ed.gov/

US Department of Education
http://www.ed.gov

US Department of Labor
http://www.dol.gov

Military Career Guide Online
http://www.militarycareers.com/

CAREER DEVELOPMENT RESOURCES

CAREER AND JOB INFORMATION RESOURCES ON THE INTERNET (FREE)

Sources of Job Information	**Internet Address**	**Description**
100 Hot Jobs	http://www.100hot.com/jobs	The Web's most popular jobs and career sites
America's Job Bank	http://www.ajb.dni.us	Links also to America's Talent Band and Career Info Net
Career City	http://www.careercity.com	Professional/Technical job listings
Career Magazine	http://www.carermag.com	Career magazine with internet site connections
Career Mosaic	http://www.careermosaic.com	Up-to-date career information
Career Net	http://www.careers.org	Online career resource center
Career Path	http://www.careerpath.com	Search a listing of jobs from newspapers and web sites
Career-nSite	http://www.career-nsite.com	Connections to 10 "jobs available" databases
Edgar Stern@NYU	http://edgar.stern.nyu.edu	Research businesses
ERISS (San Diego based)	http://www.eriss.com	Detailed information on surveyed occupations
E-Span	http://www.espan.com	Locate the right job
JobBank USA	http://www.jobbankusa.com	Provides employment and resume information
JOBTRAK	http://www.jobtrak.com	Partnership with 750 college career centers
Monster Board	http://www.monster.com	Provides job search tools
My Future	http://www.myfuture.com	High school Career assistance
Online Career Center	http://www.occ.com	Comprehensive career center
Summer Jobs	http://www.summerjobs.com	World-wide listing of summer jobs
Yahoo Classifieds	http://classifieds.yahoo.com	Search classifieds locally or nationally
Job Clearinghouses		
Career Paradise	http://www.emory.edu/CAREER/index.html	Imaginative and colorful website
Career Resources Homepage	http://www.rpi.edu/dept/cdc/homepage.html	Meta-index of internet career resources
The Catapult	http://www.jobweb.org/catapult/catapult/htm	Springboard to career and job-related sites
Creative Job Search	http://mn.jobsearch.org	Emphasizes job application skills
Job Hunt	http://www.job-hunt.org	Meta-list of online job search resources
JobSmart	http://www.jobsmart.org	Job search tips and leads
The Riley Guide	http://www.dbm.com/jobguide	Comprehensive clearinghouse
What Color isYour Parachute?	http://www.washingtonpost.com/parachute	Richard Bolles' best-seller
State Government Resources		
Asso. of Independent Colleges & Univ.	http://www.nccihe.org/	Provides access to private colleges and info
NC Community College System	http://www.ncdcc.cc.nc.us	Provides access to college and system info
NC Department of Commerce	http://www.commerce.state.nc.us	Workforce and economic development
NC Department of Public Instruction	http://www.ncpublicschools.org	Public school information
NC Division of Employment & Training	http://www.jtpa.state.nc.us	JTPA programs and links to local sites
NC Employment Security	http://www.esc.state.nc.us	Provides job listings and applications
NC Job Link (One-Stop Centers)	http://www.joblink.state.nc.us	Access to job link sites
NC Office of Personnel	http://osp.state.nc.us/OSP	North Carolina government jobs
NC SOICC	http://soicc.state.nc.us/soicc/	Career and planning information
North Carolina School-to-Career	http://www.jobready.state.nc.us	JobReady tools and information
University of North Carolina	http://www.ga.unc.edu	Provides access to each university

Continued

CAREER DEVELOPMENT RESOURCES

Continued

Federal Resource & Initiatives		
America's Career Info Net	http://www.acinet.org	Occupational and labor market info
America's Learning Exchange	http://www.alx.org	"yellow pages" of short term training
Bureau of Labor Statistics	http://www.stats.bls.gov	info & access to OOH
NOICC	http://www.noicc.gov	NOICC/CDTI network and resources
National Skills Standards Board	http://www.nssb.org	Work/report on/by industry standards
National Center for Education Statistics	http://www.ed.gov/pubs/stats/html	
NCRVE	http://www.vocserve.berkely.edu	National Center for Research on Voc Ed.
Office of Vocational and Adult Education	http://www.ed.gov/offfices/OVAE	Reports and policies
School-to-Work Gateway/office	http://www.stw.ed.gov	Primary source of STW information
Training Technology Resource Center	http://www.ttrc.doleta.gov	Public employment and training system
US Department of Education	http://www.ed.gov	Education Reports
US Department of Labor	http://www.dol.gov	
Internet Resources for Counselors		
About Work	http://www.aboutwork.com	Student center for career exploration
American Counseling Assoc	http://www.cunseling.org	Up to date counseling information
American Vocational Assoc	http://www.avaonline.org	Professional organization information
American Psychological Assoc	http://www.apa.org	Professional organization information
Amer.Soc. Of Association Exec	http://wwwasaenet.org	Professional organization information
CACREP	http://www.us.edu/~wilson/cacrepr/index.ht	Accreditation information
Center for Occupational R& D	http://www.cord.org	Features curriculum development
Chronicle of Higher Education	http://www.chronicle.com	News and information for higher education
College View	http://www.collegeview.com	College information
CounselorNet Gopher Menu	gopher://gopher.plattsburgh.edu:70/11/.cnedtdir	
Counselor's Information Central	http://www.daoes.tec.il.us/counselor.hmtl	Targeted at high school guidance
Educational Resource InfoCenter	http://www.aspensys.com/eric	Educational literature resources
ERIC Counseling	http://www.uncg.edu/-ericcas2	Counseling digests and publications
Financial Aid	http://www.ed.gov/inits/stm/finaid.html	Financial aid assistance
FAFSA	http://www.fafsa.ed.gov	Free application for Federal Student Aid
HotMail	http://www.htomail	Free E-mail addresses
ICESA	http://www.icesa.org	Interstate Conference of ESC
Military Careers	http://www.militarycareer.com	Military Careers
National Asso. of School Psych	http://www.uncg.edu/~ericcas2/nasp	NASP information
National Career Dev Asso	http://www.ncda.org	Professional organization info
NC Counseling Association	http://www.greensboro.com/ncca	State Association news
Peterson's Education Center	http://www.petersons.com	College and career info
The Schoolhouse Project	http://www.nwrel.org/school_house/Office/Counselor/Counselro.html	
NC R.E.A.L Curriculum	http://www.ncreal.org	Entrepreneurship Education Resources
Subscription Service		
NC Career Explorer	http://tour.bridges.com	Career development library and services
Career Parent Magazine	http://careerparent.com	Career information for parents

PERSONAL/SOCIAL DEVELOPMENT RESOURCES

RESOURCES
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ETHICS COMMITTEE

of the American School Counselor Association

ETHICAL ISSUES: TIPS FOR SCHOOL COUNSELORS

1. Act in the best interests of the clients at all times. Act in good faith and in the absence of malice.

2. Inform clients of possible limitations of the counseling relationship prior to beginning of the relationship.

3. Increase awareness of personal values, attitudes, and beliefs; refer when personal characteristics hinder effectiveness.

4. Attempt actively to understand the diverse cultural backgrounds of the clients with whom you work, including your own cultural/ethnic/racial identity and its impact on your values and beliefs about the counseling process.

5. Function within the boundaries of personal competence. Be aware of personal skill levels and limitations.

6. Explain why you do what you do. A theoretical rationale should undergird counseling strategies and interventions.

7. Encourage family involvement, where possible, when working with minors in sensitive areas which might be controversial.

8. Follow written job descriptions. Be sure that what you are doing is defined as an appropriate function in your work setting.

9. Read and adhere to the ethical standards of your profession. Keep copies of the ethical standards on hand, review them periodically, and act accordingly.

10. Consult with other professionals(colleagues, supervisors, counselor educators, professional association ethics committee, etc.). Have a readily accessible support network of professionals.

11. Join appropriate professional associations. Read association publications and participate in professional development opportunities.

12. Stay up-to-date with laws and current court rulings, particularly those pertaining to counseling with minors.

13. Consult with a knowledgeable attorney, when necessary. In questionable cases, seek legal advice prior to initiating action.

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STEPS IN MAKING ETHICAL DECISIONS

1. Identify the problem or dilemma
   - Gather as much information as possible
   - Is conflict ethical, legal or moral or a combination
2. Identify competing moral principles
   - Evaluate the rights, responsibilities, and welfare of all those affected by the situation.
3. Review the relevant ethical guidelines
   - Are your own values and/or ethics in conflict with the relevant guidelines?
4. Obtain consultation
   - Consult with a colleague
5. Consider possible & probable courses of action.
   - Brainstorm
6. Consider the consequences of various decisions
   - Ponder the implications of each course of action
   - Use the four fundamental principles
7. Decide on what appears to be the best course of action.
   - After deciding, try not to second guess
8. Implement your decision!

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ETHICS COMMITTEE

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ETHICAL DECISION-MAKING MODEL

This model is based on five basic moral principles:

- **Autonomy** → promotion of self determination
- **Beneficence** → promoting good for others
- **Nonmaleficence** → avoid doing harm
- **Justness** → provide equal treatment to all people
- **Fidelity** → keeping our promises

PERSONAL/SOCIAL DEVELOPMENT RESOURCES

American Guidance Services
4201 Woodland Road
Circle Pines, MN 55014
800-328-2560

The Big Dummy's Guide to
Service Learning
http://www.fiu.edu/-time4chg/Library/

The Learn and Serve America Home Page
http://www.cns.gov/learn.html

Center for the Advancement of Ethics
and Character
Dr. Kevin Ryan, Director
Boston University
School of Education
605 Commonwealth Ave.
Boston MA 02215
617-353-3262

Center for the Fourth and Fifth
Rs (Respect and Responsibility)
Tom Lickona, Director
Education Department
SUNY Cortland
Cortland, NY 13045
607-753-2455

The Character Counts Coalition
4640 Admiralty Way, Suite 1001
Marina del Rey, CA 90292
310-306-1868

The Character Education Partnership
John A. Martin, Executive Director
1250 North Pitt Street
Alexandria, VA 22314
703-739-9515

Charney, Ruth.(1992)Teaching children to care, in *Management in the* responsive classroom. Greenfield, MA: Northeast Foundation for Children.

Elliott, Steven N. (1993) Caring to learn, a report on the positive impact of a social curriculum. Greenfield, MA: Northeast Foundation for Children.

Lickona, Thomas. (1992) Educating for character: how our schools can teach respect and responsibility. New York: Bantam Books.

Sampson, J. P., Jr. (1998). The Internet as a potential force for social change. In C.C. Less & G. R. Walz (Eds.) Social action: a mandate for counselors) p. 213-225). Greensboro, NC : UNCG, ERIC Clearinghouse on Counseling and Student Services.

Vincent, Philip Fitch. (1994) Developing character in students: a primer for teachers, parents and communities. Chapel Hill: Character Development Publications.

Vincent, Phillip Fitch. Editor. (1996) Promising practices in character education: nine success stories from around the country. Chapel Hill: Character Development Group.

Net Resources for Special Children (IRSC)
http://www.irsc.org

ASSESSING NEEDS AND EVALUATING PROGRAMS

A balanced school guidance and counseling program meets the needs of individuals and groups within diverse student populations. It begins with annual and on-going needs assessment and program evaluation by school counselors. Assessing the needs of school populations helps to set program priorities and allows school counselors to channel their energies and efforts where they are needed most.

Assessment of needs includes input from students, parents, teachers, administrators, other school personnel and community members when possible.

Needs assessment processes consist of the following steps:

- Identifying the purpose of needs assessment
- Selecting populations for assessment
- Designing and/or adapting assessment instruments and procedures to collect data
- Collecting the data to support School Improvement and Safety Plans
- Interpreting data and determining priorities for the counseling program
- Integrating counseling program function with the total safe schools and school improvement plan

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DELIVERING THE GUIDANCE CURRICULUM OF THE NORTH CAROLINA COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The guidance curriculum is usually organized around three broad domains of learning with student competencies and indicators identified for each domain. This framework presents the National Career Development Guidelines from NOICC and also the National Standards for School Counseling Programs from ASCA as recommendations. Each local school district develops performance indicators or local standards as a measure of how they will meet the competencies.

Needs Assessment Surveys

While all of the competencies are important for student development, each district will also select local priorities. The process for determining local priorities is based on the results of needs assessment surveys. While the needs assessment is the main method of determining local priorities, the knowledge and training of guidance personnel must also be taken into consideration.

A sample needs assessment survey is provided as an example.

continued

DELIVERING THE GUIDANCE CURRICULUM OF THE NORTH CAROLINA COMPREHENSIVE SCHOOL COUNSELING PROGRAM

GUIDANCE CURRICULUM PROGRAM NEEDS ASSESSMENT (Sample)

The counselors would like your help in planning the guidance program. Please read the directions and give your honest feedback. Do not sign this form, just circle whether you are a student, parent, teacher, or community member. Thank you for your cooperation.

Student Parent Teacher Community Member

The following list names some topics that might be addressed in a guidance program. Even though all of these topics may sound interesting or valuable, we are trying to find out what students, parents, teachers, and community members consider to be the most important topics. We would like you to rank order the 10 topics you feel would be most valuable in terms of your own needs or the needs of the whole school. Put the number 10 next to the topic that you feel would be most valuable; the number 9 by the next most valuable; and so on down to number 1. Do not list more than 10. If you have some suggestions that are not included on the list, place them in the spaces that have been provided and include your suggestions in your top 10 rankings.

1.___ Help with educational planning, curriculum, graduation requirements and choosing courses.
2.___ Self-awareness and self-concept.
3.___ Life planning (balancing occupation, family, leisure, and so on).
4.___ Help for special learning needs.
5.___ Communication skills.
6.___ How other people influence our values and decisions.
7.___ Substance abuse.
8.___ Resolving conflicts and making compromises.
9.___ Problem solving.
10.___ Coping with difficult situations (divorce,loss, moving, new school adjustment).
11.___ Suicide.
12.___ Job-seeking and job-keeping skills.
13.___ Study skills.
14.___ Decision-making skills.
15.___ Help for transfer students.
16.___ Special enrichment programs (Boy's/Girl's State, Talent Search, Upward Bound).
17.___ Orientation to guidance services and how to use them.
18.___ Exploration of personal goals and aspirations.
19.___ Help with postsecondary options, admissions, applications, recommendations, and financial aid.
20.___ Dating/relationship issues.
21.___ Family relationships.
22.___ Peer relationships.
23.___ Social adjustment (making friends, getting along with people).
24.___ School/classroom behavior.
25.___ Sexual issues.
26.___ Physical or sexual abuse or neglect concerns.
27.___ Other.
28.___ Other.

To determine program priorities, tally the items. Identify the items that have more than one 10's, 9's, 8's, etc. Determine the final priorities by group consensus.

continued

DELIVERING THE GUIDANCE CURRICULUM OF THE NORTH CAROLINA COMPREHENSIVE SCHOOL COUNSELING PROGRAM

continued

II. Guidance Services: Typically, guidance topics are addressed through the six major service areas listed below with sample of the services. After reading the list, circle the appropriate number to rate the service areas according to the emphasis they should receive in the total guidance program.

4 - Top Priority
3 - Moderate Priority
2 - Fairly Low Priority
1 - Very Low Priority

4 3 2 1 1. Counseling Service: individual and group counseling, support groups, referral to agencies.

4 3 2 1 2. Testing Service: achievement tests, career interest inventories, special needs assessment, personality inventories.

4 3 2 1 3. Information Service: student records, handbooks, computerized data programs, postsecondary catalogues.

4 3 2 1 4. Placement Services: enrichment programs, college admissions, course selection, career advising, referral to agencies.

4 3 2 1 5. Consultation Service: conferences with parents, teachers, and administrators, student assistance program.

4 3 2 1 6. Curricular Services: organization of materials for classroom teacher adoption, group and classroom presentation of guidance topics.

Guidance Curriculum Development and Delivery Strategies

Needs assessment results are used as a basis for developing the curriculum that is delivered to students. Program activities and curriculum are developed in a number of ways. You will want to develop activities or use resources from the professional organization that will expand on the identified results from the needs assessment surveys. When developing activities to accompany the state or local guidance and counseling model, it is important to use a consistent format. An example is provided at the end of this curriculum.

Comprehensive

SCHOOL COUNSELING PROGRAM SELF-ASSESSMENT SCALE

Directions: Circle your response to each question and fill in the respective point values in the blank spaces. Total your points for all the questions.

1.Do you have a written plan of program goals and objectives and is the plan revised each year based on need's assessment?

No, I do not have a written plan.	0 points	___
No, but I believe one is important.	1 point	___
Yes, I have a written plan, but it is the same each year.	1 point	___
Yes, I have a written plan and revise it each year.	3 points	___

2.Do you spend most of your time in individual contacts with students?

Yes.	1 point	___
No, but I spend too much time.	2 points	___
No, my time is balanced among many services.	3 points	___
No, I do not do much individual work with students.	0 point	___

3.Do you provide a wide range of services, including group counseling, group guidance, teacher consultation, parent education, individual counseling, student appraisal, and referrals?

Yes.	3 points	___
Somewhat.	1 point	___
No.	0 point	___

4.How many group counseling sessions do you lead in a typical week?

None.	0 point	___
Between 1 and 2	1 point	___
Between 2 and 6	3 points	___
Between 6 and 10	2 points	___
More than 10	1 point	___

Comprehensive

SCHOOL COUNSELING PROGRAM SELF-ASSESSMENT SCALE

Continued

5.Do you present all the classroom or group guidance in your school?

Yes.	1 point	____
No, teachers do some classroom guidance.	3 points	____
No, there is no classroom guidance in my school.	0 points	____

6.Do you spend a large amount of time in crisis counseling and remedial interventions?

Yes, a majority of my time.	1 point	____
No, not a major portion of my time.	3 points	____
No, not a large amount, but I want to do less.	2 points	____
No, I do not do any crisis or remedial counseling.	0 points	____

7.Do you have an Advisory Committee for your counseling program?

No.	0 points	____
Yes, but not an active one.	1 point	____
Yes, and it helps plan and evaluate the program.	3 points	____

8.Is your time consumed by clerical tasks?

Not really.	3 points	____
Sometimes.	1 point	____
Yes, most of the time.	0 point	____

Comprehensive

SCHOOL COUNSELING PROGRAM SELF-ASSESSMENT SCALE

Continued

9.Are your teaching colleagues an integral part of the counseling program. For example do they refer students to you on a regular basis? Do they present classroom lessons from the school counseling curriculum?

Yes, very much so.	3 points	____
No, it is my program; most teachers do not want to be involved.	0 point	____
No many, but some are involved.	1 point	____

10.Are you visible in the school? For example, do you help out with supervision of the halls and campus occasionally? Do you attend extracurricular functions? Do you eat lunch with students in the cafeteria?

Yes, I believe I am visible.	3 points	____
I would like to be more visible, but I have so much work to do.	0 point	____
Somewhat, I could be more visible.	1 point	____

11.Are you accessible to students, parents and teachers?

Yes, very accessible.	3 points	____
Sometimes, It is difficult to be available to everyone.	1 point	____
Not like I want. People have so many other demands of me.	0 point	____

12.Does the principal include counseling in the school improvement plan for the school?

Yes.	3 points	____
Somewhat.	2 points	____
Never.	1 point	____

TOTAL ☐

Scoring: The closer you score to 36 points, the more comprehensive your school counseling program and the more control you have over program planning and implementation.

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IMPLEMENTATION REVIEW

Your suggestions and insights are needed to help evaluate the Guidance Curriculum for the Comprehensive School Counseling Program. Please take a moment to respond to the following questions and return the form to the Department of Public Instruction by mail or FAX.

Rate the following statements from 1-5, with 1 being lowest and 5 being highest.

1. The document is well structured 1 2 3 4 5
2. The document is written and formatted in a way that makes it easy to use. 1 2 3 4 5
3. The document is useful to teachers as well as counselors. 1 2 3 4 5
4. What suggestions do you have for additions or corrections to the blueprint and/or the curriculum guide? (Please use back for additional comments.).

____

____

____

5. If you would like to be a part of the development of future revisions of this document, please give us your:

Name______________________________

School______________________________

Address______________________________

Phone______________________________FAX______________________________

e-mail______________________________

Return to:
Betty Jo Wimmer, Consultant
Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601
e-mail: bwimmer@dpi.state.nc.us
919-807-3892 919-807-3656

This curriculum is made available via the DPI webpage, are you be able to access it easily? Yes______ No______

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TEMPLATE

CURRICULUM: SCHOOL COUNSELING
AREA: ACADEMIC DEVELOPMENT

COMPETENCY

OBJECTIVE:

GRADE:

OUTLINE:

ACTIVITIES/STRATEGIES:

RESOURCES:

TEACHER:

COUNSELOR:

PARENT:

COMMUNITY:

EVALUATION:

1170

1171